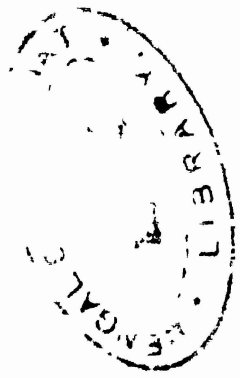

REPORT ON POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

FOR THE YEAR

1877-78,

BY

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Published by Authority.

LAHORE:

PRINTED BY W. E. BALL, SUCCESSOR TO THE PUNJAB PRINTING COMPANY,

1879.

TABLE OF CONTENTS.

SECTION.	SUBJECT.	PARA.
	REVIEW OF THE REPORT BY GOVERNMENT.	
	Delay in submission of the report	1
	Opinion on the report	2
	General statistics	3—6
	Primary education	7 & 8
	Punjab University College	9
	The Entrance Examination	10
	English education	11
	Romanized Urdú	12
	Female education	13
	School of Industry and Art	14
	European Schools	15
	INTRODUCTORY REMARKS.	
	Decrease in number of schools and increase of scholars	1
	Attendance in schools and sources of income	2
	Tuition fees	3
	Increase in number of pupils not expected. Progress and improvement in education effected yearly	4
	Education amongst agricultural population	5
	Degree of estimation in which schools are held in various districts,	6
	State of female education in the province	7
	Lithographing and Photo-zincographing school books	8
	Vernacular text books	9
	General plan of the new series of vernacular school books ...	10
	Principles of training	11
	Advantages to be derived by the introduction of the new vernacular text books	12
	Mr. Powell's Manual of Agriculture	13
	Translation of Science Primers	14
	Opinion on the introduction of Roman Urdú	15
	English text books	16
	Bestowal of the powers of a University on the Punjab University College	17
	Standard in English in the Punjab University College Examination	18
	Inconvenience arising from delay in conferring powers of a University on the Punjab University College	
	Manners in Government schools	19
	GENERAL STATISTICS.	
	Decrease of schools and increase of scholars	20
	Expenditure from Provincial Services	22
	Assignments and expenditure from Provincial Services, General Local Fund and District Fund	23
	Expenditure from Provincial Services	24
	Government College and Oriental College	25
	District schools, Government schools of the higher class—Government schools of the middle class. Aided schools of the higher and middle class. Government and Aided schools of the lower class. Jail schools	26

Section.	Subject.	Para.
	Arrangement of classes and departments in Government schools,	27
	Results of examinations held by the Calcutta University, the Punjab University College and the Educational Department, ..	28
I	CONTROLLING AGENCIES.	
	Distribution of circles of inspection	29
	Superior inspecting staff of the four circles	30
	Inspection work done in the four circles	31
	Subordinate inspecting staff	32
	Local Committees	33
	Work of Tahsildars	34
II & III	UNIVERSITIES AND GOVERNMENT COLLEGES.	
	Results of Calcutta University examinations	35
	Results of the Punjab University examinations	36
	Evils of the double system of examination	37
	Finances of the Punjab University College	38
	Remarks on the Oriental College	39
	Results of examinations of Oriental College students	40
	Introduction of Gurmukhí in the scheme of studies of the Oriental College	41
	Government College Lahore. Changes in staff	42
	Statistics of the College	43
	Results of University Examinations	44
	Remarks on the comparison of the work of the Delhi and Lahore Colleges for the past six years	45
IV	GOVERNMENT SCHOOLS.	
	General statistics of Government schools	46
	Government schools of the higher class	47
	Remarks of the Inspector of Schools, Lahore circle, on the University examinations	48
	Surveying class in Upper schools	49
	Upper department, Delhi school, and boarding-house in connection therewith	50
	Do., Lahore „	51
	Boarding-house in connection with the Lahore District school .	52
	Upper department, Amritsar school	53
	Do. Hoshiarpur „	54
	Do. Gujrat „	55
	Do. Jhang „	56
	Do. Ludhiana „	57
	Do. Gurgaon „	58
	Statistics of Middle class District Schools	59
	Results of the Middle school examination	60
	Middle department, Delhi District school	61
	Do. Ludhiana High Vernacular school . .	62
	Inspector's report on the Anglo-Arabic school Delhi and District schools Umballa Circle	63
	Middle department, Lahore district school	64
	Do., Amritsar „	65
	Do., Hoshiarpur „	66

Section.	Subject.	Para.
	Inspector's report on other District schools of the Lahore Circle,	67
	Middle Department, Gujrat District school	68
	Results of the Middle school examination in the District Schools of the Ráwalpindí circle, and the Inspector's report on those schools	69
	Middle Class District Schools in the Mooltan Circle, their statistics and the result of the Middle school examination	70
	MIDDLE SCHOOLS UNDER DISTRICT OFFICERS.	
	Statistics of Government Anglo-Vernacular and Vernacular schools of the middle class under the management of Deputy Commissioners	71
	Results of the Middle school examination	72
	Middle Schools under the management of District Officers in the Umballa Circle	73
	Middle Schools under the management of District Officers in the Lahore Circle	74
	Middle Schools under the management of District Officers in the Ráwalpindí Circle	75
	Middle Schools under the management of District Officers in the Mooltan Circle	76
	PRIMARY SCHOOLS AND LOWER CLASS SCHOOLS.	
	Government schools of the Lower class	77
	Statistics of Government Primary Schools	78
	Government Primary schools, Umballa Circle	79
	Ditto, Lahore Circle	80
	Ditto, Ráwalpindí Circle	81
	Ditto, Mooltan Circle	82
	GOVERNMENT FEMALE SCHOOLS.	
	Statistics of the Government Female Schools	83
	Notice of Government Female Schools, Umballa Circle	84
	Ditto, Lahore Circle	85
	Ditto, Ráwalpindí Circle ...	86
	Ditto, Mooltan Circle	87
	JAIL SCHOOLS.	
	Statistics of Jail schools	88
	Jail schools, Umballa Circle	89
	Ditto Lahore Circle	90
	Ditto Ráwalpindí Circle	91
	Ditto Mooltan Circle	92
V	AIDED INSTITUTIONS.	
	Statistics of Aided Schools	93
	Expenditure on Aided Schools	94
	AIDED SCHOOLS FOR EUROPEANS.	
	Schools for children of European descent	95
	Notice of European Schools, Umballa Circle	96
	Ditto, Lahore Circle	97
	Ditto, Ráwalpindí Circle	98
	Notice of European Girls' Schools, Mooltan Circle	99

SECTION.	SUBJECT.	PARA.
	AIDED SCHOOLS OF THE HIGHER CLASS FOR NATIVES.	
	Statistics of Aided schools of the higher class ... ... / University Examination results	100
	Results of examinations of Aided Schools	101
	Notice of Aided Schools of the higher class in the Umballa Circle,	102
	Notice of Aided Schools of the higher class in the Lahore Circle,	103
	Native of Aided Schools of the higher class in the Ráwalpindí Circle	104
	AIDED SCHOOLS OF THE MIDDLE CLASS FOR NATIVES.	
	Statistics of Aided Schools of the Middle class	105
	Notice of Middle class, Aided Schools, Umballa Circle	106
	Notice of Aided Schools of the Middle class, Lahore Circle ...	107
	Notice of the Aided Schools of the Middle class in the Ráwalpindí Circle	108
	Notice of Aided Schools of the Middle class, Mooltan Circle ...	109
	AIDED SCHOOLS OF THE LOWER CLASS.	
	Statistics of Aided Schools of the lower class	110
	Inspector's report on Aided lower schools, Umballa Circle ...	111
	Inspector's report on Aided lower schools, Lahore Circle ...	112
	INDIGENOUS SCHOOLS.	
	Statistics of Indigenous Schools	113
	Inspector's report on Indigenous Schools, Umballa Circle ...	114
	Inspector's report on Indigenous Schools, Ráwalpindí Circle ...	115
	AIDED FEMALE SCHOOLS FOR NATIVES.	
	Statistics of Aided Female Schools	116
	Aided Female Schools, Umballa Circle	117
	Aided Female Schools, Lahore Circle	118
	Aided Female Schools, Ráwalpindí Circle	119
	Aided Female Schools, Mooltan Circle	120
VI	INSTITUTIONS FOR SPECIAL AND PROFESSIONAL TRAINING.	
	A.—GOVERNMENT NORMAL SCHOOLS.	
	Statistics of Government Normal schools	121
	Proposals for re-organization of Normal schools and establishment of Central Training College	122
	Notice of the Delhi Normal Schoool	123
	Notice of the Lahore Normal School	124
	Notice of the Ráwalpindí Normal School	125
	B.—AIDED NORMAL SCHOOLS.	
	Statistics of Aided Normal Schools Notice of Aided Normal Schools	126
	INDUSTRIAL SCHOOLS.	
	Mayo School of Industrial Art	127

Section.	Subject.	Para.
VII	SCHOLARSHIPS.	
	Scholarships tenable in the Government College	128
	Scholarships tenable in District schools	129
	Scholarships awarded by District Committees and Municipalities,	130
	Scholarships tenable in the Anglo-Arabic school, Delhi	131
	Scholarships tenable in the Mayo School of Industrial Art	132
VIII	EMPLOYMENT OF STUDENTS.	
	Employment of matriculated students	133
	Do. of unmatriculated students	134
IX	THE ENGLISH LANGUAGE IN INDIAN EDUCATION.	
	Number of students learning the English language	135
X	BOOK DEPOT.	
	Assets and liabilities of the Book Depôt	136
	New books published during the year	137
	Receipts of the Press	138
	Work done by the translators	139
	Books in course of preparation or ready at the close of the year,	140
	Statement shewing the financial operations of the Depôt ..	141
	Books brought on stock	142
	CONCLUSION.	
	Services of the officers of the Department commended ...	143
	List of Civil Officers and Native Gentlemen who have exerted themselves in the cause of education ...	144
	STATEMENTS.	
	IMPERIAL.	Page.
	Form B I.—Results of the examinations of the Calcutta University and of the Punjab University College for the year 1877-78 ..	iii
	Form B. II.—Return of Colleges, Schools, and the scholars attending them, for 1877-78 .	iv & v
	Form B. III.—Receipts and Expenditure of Educational Establishments in the Punjab for 1877-78 ...	vi
	Form B. IV.—Distribution of Government Colleges and Schools and of all Schools and Colleges, aided and inspected by Government in the several districts under the Government of the Punjab and in the States subject to administrative supervision, for the year 1877-78 ...	vii
	LOCAL.	
	General comparative statement of statistics for the years 1876-77 and 1877-78 ..	viii & ix
	Statement of Government Colleges in the Punjab for the year 1877-78 ...	x & xi
	Statement of Government Schools of the Higher class for the year 1877-78 .	xii & xiii
	Statement of Government Schools of the Middle class in the Punjab for the year 1877-78 ...	xiv to xxiii

SECTION.	SUBJECT.	PAGE.
	Statement of Government Schools of the Lower class for the year 1877-78	xxiv & xxv
	Statement of Government Female Schools for the year 1877-78	xxvi & xxvii
	Statement of Government jail Schools in the Punjab for the year 1877-78	xxviii & xxix
	Statement of Government Normal Schools for the year 1877-78	xxx & xxxi
	Statement shewing the statistics of the School of Art for the year 1877-78	xxxii & xxxiii
	Statement of Grant-in-aid, European and East Indian Schools in the Punjab for the year 1877-78	xxxiv & xxxv
	Statement of the Endowment and Building Funds of the European and Eurasian children to which grants-in-aid are given by Government under Lord Canning's Minute of October 1860	xxxvi & xxxvii
	Statement of Grant-in-aid Schools of the Higher class for the year 1877-78	xxxviii & xxxix
	Statement of Grant-in-aid Schools of the Middle class for the year 1877-78	xl & xli
	Statement of Grant-in-aid Schools of the Lower class in the Punjab for the year 1877-78	xlii & xliii
	Statement of Grant-in-aid Female Schools of the Lower class for the year 1877-78	xliv & xlv
	Statement of Grant-in-aid Normal Schools in the Punjab for the year 1877-78	xlvi & xlvii
	Statement of Indigenous Schools in the Punjab for the year 1877-78	xlviii & xlix
	Statement of increase and decrease of Grants-in-aid	l
	Statement shewing the expenditure of public money during the year 1877-78 on Educational buildings in the Punjab	l
	Statement shewing the number of pupils in each class of District Schools in the beginning and at the close of 1877-78	li
	Statement shewing the number of pupils in each class of Middle Vernacular Schools at the beginning and at the close of 1877-78	lii
	Statement shewing the number of pupils studying in each class of Government Primary Schools of each District at the beginning and at the close of 1877-78	liii
	Results of the Calcutta University Examination for all Educational Institutions in the Punjab	liv
	Statement exhibiting in detail the results of the Examination of the Calcutta University for the year 1877-78	liv & lv
	Statement shewing the number of students of District Schools who have obtained employment during 1877-78	lvi
	Statement shewing the number of Students of Vernacular Schools who have obtained employment during 1877-78	lvii
	Return of Students who have passed the Normal School Examination held in June 1877 and gained certificates of qualification	lviii
	Return of Private Endowments, Donations and subscriptions from which aid was received by the Department during 1877-78	lix
	Distribution of expenditure on Education under three main heads, "Direction," "Inspection" and "Instruction" for 1877-78	lx
	Government Colleges—attendance and expenditure of—	lx
	Results of the Normal School Examination held in June 1877	lx
	Comparative Statement of Schools and Scholars in each circle 1876-77 and 1877-78	lx
	Statement shewing the Government Scholarships awarded to the College Students during 1877-78	lx

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home Department (Education).—No. 372, dated 24th January 1879.

READ—

Annual Report on Popular Education in the Punjab for the year 1877-78, submitted by the Director of Public Instruction with his letter No. 2044, of the 24th December.

THE Report, as usual, has been submitted exceedingly late. There is no sufficient reason for this delay, and indeed none is alleged. If several months have been wasted in passing the Report through the Press; this could only have been due to bad arrangements, which is admitted, when it is stated that next year it is hoped that better arrangements, in this particular, may be made. The 1st of September is the latest date for the submission of the Report, which was, on this occasion, forwarded to Government on the 24th of December, the last business day of the year.

2. The Report is interesting and well written, though it is unnecessarily lengthy, and a great many of the remarks of Inspectors should be omitted from future reports; they are doubtless of value to the Director himself, but are not required in the Annual Report. The Supreme Government has sanctioned the adoption of certain improved forms for educational statistics, which will very much diminish the bulk of the appendices, and the Lieutenant-Governor trusts that these may be introduced in the Report for the present year 1878-79. It is further requested that with the next Report, a properly compiled index may be submitted of the subjects discussed, without which the Report cannot be considered complete.

3. *General Statistics.*—The progress during the year has been steady, and there is a slight increase in the number of scholars in Government schools, although the number of these institutions has fallen from 1,601 to 1,564; while there has also been a decrease in the number of aided schools, and an increase in the number of students attending them: the general results of the year being that the number of schools has been reduced by 43; the number of scholars on the rolls at the close of the year showing an increase of 2,784.

4. The assignment of funds from all sources amounted to Rs. 11,06,898, of which Rs. 7,37,898 were from Provincial Revenue, and Rs. 3,69,000 from District and Municipal Funds. Under both these heads, however, there was a considerable saving.

5. The decrease in the number of schools is in part due to the policy of the Government in more and more throwing upon Local Funds, in such towns and districts as can afford it, the charge for popular education. The change is, indeed, but nominal, the Local Funds being as much a portion of Provincial taxation as any other branch of the Government revenue. Almost the whole of the District Funds are, indeed, formed by a percentage on the Land Revenue; so that it must not be assumed that, by transferring the cost of popular education from Provincial to Local Funds, the Government is, in any degree, relieving itself of a burden which it should legitimately bear. But it has entrusted the administration of Local Funds to the people themselves, and it points out to them, as one of the most profitable ways of utilizing the money, the promotion of education in their own towns and districts. As heretofore, the almost entire cost of education is, and, for some time to come, will be borne by the Government.

6. In the 4th paragraph of the Report, the Director states his opinion that there is no hope in the immediate future of any very large increase in the number of boys attending the schools; while this opinion seems somewhat contradicted by the opening sentence in the following paragraph, which notes the encouraging fact that a strong desire for education has sprung up of late years amongst the agricultural population in the more advanced districts of the Province. In this desire for education must be found the means for the development of the educational system. The Government is willing to continue either directly from Provincial, or indirectly from Local Revenues, its present grants; but the Provincial income is too inelastic to permit the hope of any

considerable increase to the educational budget; therefore, in fees, the funds to meet the ever increasing demand for education must be found. If there be the strong desire for education which is spoken of in this Report; if parents have understood that education is good, either for itself, or for the advantages it brings, then there can be little doubt that those who can afford it will be willing to pay for the education they receive. The attention of the Director has frequently been requested to this point, and there is no matter of greater importance connected with education; for there can be little doubt that to give free education to persons who can, without difficulty, pay for it, is as demoralizing as to give alms to a beggar who can support himself by honest labour.

If education in the Province is to become popular, in the true sense of the word, both in degree and extent, it must be by the people themselves consenting to subscribe for its advantages. These remarks cover the whole field of higher education in the Province.

7. *Primary Education.*—In mere primary education given to the labouring classes, the Government can look for no assistance in the way of fees, as the cultivators are too poor to give any portion of their income, however small, for the luxury of education.

This class the Government must always continue to educate gratuitously in the elementary branches of learning; and, in order to obtain funds for this purpose, fees must be more generally demanded from those who seek admission to our higher schools and colleges.

8. The annual cost of a student in the Government College is now Rs. 603; in the Higher Class Schools Rs. 231, the greater portion of which is paid by Government; while in the Lower Class Schools, which teach all that the son of the agriculturist requires to know, the cost is something under Rs. 4, and can doubtless be much further reduced, as the individual cost diminishes proportionally to the number taught; and the reduction in the cost of higher education, due to a larger collection of fees, would enable Government to give gratuitous instruction to a very much larger number of the poorer classes. Nor will these, in the opinion of the Lieutenant-Governor, be disposed to see the advantages of education, without a certain amount of official pressure. Mr. Pearson, the Inspector of the Ráwalpindi Circle, states that he considers it a mistake to urge people to send their sons to school, as if they did not understand their own interests; and this opinion is so far endorsed by the Director, that in the 6th paragraph of his Report he states that, "in advanced districts, where the demand for education is already equal to, or in excess of, the supply, there is no need to urge the people to send their sons to school." Both these statements seem to be open to question, seeing that, in the first place, it is notorious that the uneducated classes in all countries do not understand their own interests; and, if they did so, there would be no necessity for the compulsory systems of England and Germany; and secondly that, educationally, there are no advanced districts in the Punjab, and certainly none where the demand for education is equal to, or in excess of, the supply. The supply cannot be considered otherwise than as regulated by the demand, which indeed creates it; and where the demand is genuine, the due supply will undoubtedly be found in the willingness of the population to pay for what they desire to obtain.

9. *Punjab University College.*—The proposals for raising the Punjab University College to the rank of a University, which had been approved by the Government of India, and the concession promised at the Imperial Assemblage at Delhi by His Excellency the Viceroy, have not yet been carried into effect. A Bill was drafted with the object of giving legislative sanction to the measure; but this has been held in abeyance pending a reply to certain objections, which have been suggested by the Secretary of State, to the grant of the power to confer academical degrees until the examinations were proved to be equal in difficulty to those of the Calcutta University. That this is the case, it rests with the Senate of the Punjab University College to

show; and unless it can be proved that the education given will not be inferior to that which is signified by the Calcutta Degree, it will not be possible to press for the creation of the University till such time as the examinations are rendered a sufficient test of competent knowledge. The question is still before the Senate of the University College, but however favourable their opinion of the existing tests, the Lieutenant-Governor considers that the question is one of so much importance, that he proposes to appoint a Committee of selected officers during the present season to decide authoritatively whether the Punjab University College examinations are equal in difficulty to those of the Calcutta University. If they are not so, it will be necessary to render them more difficult; for the Lieutenant-Governor has no desire that a Degree of the Punjab University shall be considered, and justly so, as expressing an inferior amount of acquirement to that of the Calcutta University.

10. *The Entrance Examination.*—The present Report alludes to the question in the 18th paragraph, but the Lieutenant-Governor is not satisfied that the arguments adduced there, and in official correspondence, by the Director, are sufficient to prove that the Entrance Examination of the Punjab College is not sufficiently severe. Many circumstances affect the difficulty of the test; and where one examination is more concerned with subjects, and another more with text-books, at any rate in subjects other than English, the comparison is anything but easy; nor does the argument drawn from the Middle School Examination materially affect the subject. It may be, and probably is, true that the Middle School Examination is too difficult, and that the qualifications now necessary for success in the Middle School are sufficient, or almost sufficient, for the Entrance Examination of the Calcutta University, as well as for that of the Punjab University College. This is suggested, not only by very competent teachers, whose students habitually avoid the Middle School Examination as unnecessary, going in preferentially for the Entrance, but by the statistics of the Middle School results, which are given in detail in the body of the report, where the 25 district schools of the middle class, containing 4,811 boys, only contrive to pass 236 candidates. The results seem to show inefficient teaching, or too difficult a test as compared with the Entrance Examination, which most of these boys would probably have been able to pass. The marked improvement in the Middle School results over the previous year, which the Director considers highly satisfactory, seems to be in a great measure due to an important modification, relaxing the rules requiring students to obtain 33 per cent. of the maximum number of marks in five subjects. The Middle School Examination and the desirability of modifying or even of abolishing it, if unnecessary, will be considered by the Entrance Examination Committee.

Considerable discussion has taken place regarding the difficulty of the Entrance Examination during the present year, but it has been unfruitful of results; and as a mere issue of fact is concerned, the Lieutenant-Governor believes that the appointment of the Committee above referred to will finally decide the question, which is one of extreme importance; for, although the Entrance Examination, regarded as a mere matriculation test of the acquirements of a fairly good school education, is unimportant from the University point of view, it is of the highest value as regards school teaching, as it is, with the great majority of students, the termination of their educational career, for the number of University students in the Punjab is exceedingly small compared with the number of school students, and were the Entrance Examination relaxed, the standard of final scholastic acquirements of the majority of Punjab scholars would be materially lowered.

11. *English Education.*—The Lieutenant-Governor is exceedingly glad to be assured by the Director that English education is now of a higher character than that imparted in 1873, when the standard of acquirements of English students was animadverted upon. There is, however, still room for improvement, and it is not so much in the higher branches of education, as in its elements, that the teaching appears most defective. Students who have read some of the masterpieces of English literature, and can explain difficult pas-

sages from obscure authors, are singularly weak in both grammar and spelling, while their handwriting is generally so bad as to ensure their rejection when they apply for appointments in public offices. The Lieutenant-Governor is assured that not one in 20 of the English educated natives who apply for appointments in the Secretariat Offices can, for this reason, be accepted for the subordinate employment of a copyist. The importance of caligraphy, in enabling a boy to obtain his livelihood, has, before this, been impressed upon the Educational Department, but unfortunately with little result.

The higher English education cannot, however, be placed on a satisfactory footing in this Province until the anomaly of the double examinations for the Calcutta University and the Punjab University College is abolished. At the present time Government scholarships are awarded in accordance with the results of the examinations of the Calcutta University, and are altogether independent of those of the Punjab University College. The result undoubtedly is that many students go in for both examinations; others for that in which they imagine that the course will most suit them, and enable them to obtain either a Government scholarship, or the smaller, but more numerous, scholarships of the Punjab University College. This state of things would doubtless be terminated by the desired creation of the University, pending which the Lieutenant-Governor has submitted, for the opinion of the Senate, a suggestion to confer Government scholarships, in the future, by the results of the Punjab University College examinations alone. This would no doubt prevent the majority of students from presenting themselves at the Calcutta examinations; but the Lieutenant-Governor would not be prepared to sanction the measure until he is assured that the tests at Lahore are equal in difficulty to those at Calcutta.

12. *Romanized Urdu.*—The observations of the Director on the subject of the introduction of Romanized Urdu are of much value; but the Lieutenant-Governor does not desire to see this system at present introduced as a regular part of higher education; for he believes that it would be unpopular with the better classes of natives, while its advantages are not yet so indisputably proved as to render its adoption by the Government justifiable. The experiment of the transliteration of Urdu into Roman character is, no doubt, an interesting one, and, for Europeans, who have not studied the Persian character early in life, and whose eye consequently never becomes familiarized with the written character, there is an undoubted advantage both in the Law Courts and in studying the literature in a character easy in itself and familiar. But with the native of India the case is different. Taught the character as a child, his eye has no difficulty in mastering the Persian printed or written character, and not being familair with the Roman character, the argument in its favour is somewhat reversed. Moreover, as Urdu is not treated in the Roman character, nor can be treated phonetically, the student is compelled to possess an accurate etymological knowledge of Urdu in the Persian character before he can transliterate it into the Roman. If the scheme deserves success, it will no doubt gradually make its way in India; but when a highly educated nation like the Germans retain their old and obscure character, although so large a number of scholars are in favor of the Roman alphabet, the Lieutenant-Governor cannot but think that it will be long before Romanized Urdu becomes popular in India.

13. *Female Education.*—There is little to notice in the way of female education during the year. A certain amount of instruction is given to a considerable number of girls; but little real progress is reported. The proposal to bring from England a lady to superintend the Normal School at Lahore, the Lieutenant-Governor was only able conditionally to approve, as the person selected was altogether ignorant of the language, and it will be long before she becomes of use. Nor, as has before been pointed out, are the female normal schools likely to be of much value; they are practically no more than middle class girls' schools, and as such, are perhaps worth preserving; but they are only maintained by Government scholarships, which the students seem to consider as a provision for life. Native society does not approve of the adult daughters of good families studying in an institution like a normal school, or going out into the world as female teachers; consequently students are mostly of low caste, and are not

sought by respectable people as teachers for their children. No great development of female education is at present possible ; and what can be attained will probably be by encouraging native gentlemen to found female schools in the only manner in which they have been found popular, presided over by Pandits or Mullas, in whom the parents have confidence, and who, if they do not give a good education from the English point of view, still give some learning and training, which are useful to the women in after life.

14. *School of Industry and Art.*—The School of Industry and Art at Lahore is advancing slowly, though the Lieutenant-Governor is unable to approve the judgment which made over to the students the decoration of the corridor between the Montgomery and Lawrence Halls—a work which occupies too prominent a position for students' experiments. The Lieutenant-Governor has had an opportunity of lately inspecting the Industrial School at Kasur, which is entirely self-supporting, and the work of which is, on the whole, most promising. It is to be hoped that the Industrial School at Lahore may be able to found branches in other towns, and assist the manufactories of the Punjab with advice in new patterns and improved designs.

The shawl and carpet manufactures of the Province have been seriously injured by the introduction of vulgar English patterns and crude colors ; and a Central Department of Industry and Art at Lahore may do real service in restoring the quality and taste of the indigenous manufactures, which servile copying of European models has impaired.

15. *European Schools.*—One other subject may here be noted, namely, the education of children of European and Eurasian parents. In 1876 the Committee of Management of European Schools at Lahore submitted to Government, through the Director of Public Instruction, a report drawing attention to the number of children of English *employés* whose education was entirely neglected, and suggested that it should be made compulsory on them to send their children to school. The Lieutenant-Governor was not prepared to make education compulsory for children of this class ; but considered that, for the future, it might be equitable to make it a condition of service that the children of *employés* should attend school, the fees, if necessary, being deducted from the *employé's* salary. Before, however, passing orders on the case, the Government desired to obtain the views of the class who would be affected, and 36 members of the Government ministerial staff recorded their opinions, of whom 17 were in favour of compulsory education, while of the rest, 7 were opposed to it altogether, and 12 to the introduction of the measure until good, cheap schools had been started for European and Eurasian boys only, and were made everywhere available.

The Lieutenant-Governor has not yet seen his way to taking further action in this matter; but although the school fees, taking the Lahore High School as an example, are somewhat high, ranging from Rs. 6-8-0 to Rs. 10-8-0 per mensem, yet there seems no lack of institutions, both in the plains and hills, at which children of the class in question can be properly taught. The subject will not, however, be lost sight of, and should the necessity be made clear, the Government will take steps to ensure the proper education of those who, if left ignorant and neglected, will certainly be a source of inconvenience, possibly danger, and ultimate expense to the Government.

ORDER.—Ordered that the above remarks be printed and circulated with the Report as usual.

By order of the Hon'ble the Lieutenant-Governor,

LEPEL GRIFFIN,

Secretary to Government, Punjab.

Printed at the Punjab Government Civil Secretariat Press, Lahore.—11-3-79.—418.

REPORT

ON

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR 1877-78.

INTRODUCTORY REMARKS.

In my last report it was shown that funds were no longer available for the establishment of additional schools by District Committees, and that the attendance had been greatly affected by the prevalent sickness in institutions of every class, and in some cases by the levy of a higher schooling fee. The result was that though in Government schools there had been, notwithstanding all disadvantages, an increase of numbers, the returns shewed on the whole a decrease in Government and Aided institutions taken together of three schools and of 2,659 pupils. It is satisfactory to find that, though, for reasons that will be explained hereafter, there has been a still further reduction in the number of schools, the increase of students whose names are borne on the rolls more than counterbalances the loss of the previous year.

Decrease in number of schools and increase of scholars.

2. Fluctuations of attendance in existing schools are of course to be expected from year to year, varying in accordance with the healthiness of the season and the material prosperity of the people; but there would certainly be on the whole a steady increase in the number of pupils under instruction if it were possible to add each year to the number of schools. The establishment of new schools is impracticable, however, without additional expenditure, and hence the total number of boys under instruction depends chiefly on the funds available for educational purposes. Now there is at present no prospect of obtaining additional assistance from the Imperial Revenue, the 'Provincial Services' or from District funds, and the only other available sources of income are Municipal funds and school fees. Some municipalities subscribe very liberally towards educational purposes, whilst the contributions of others are of the most in-

Attendance in schools and sources of income.

significant character. Some are too poor to expend much, whilst others are deterred by the necessity of carrying out extensive public works. Eventually no doubt it will be considered incumbent on the municipality of every large town to make adequate provision for primary education, as it is at present to pay for the maintenance of a force of police. In the meantime, though certain municipalities will no doubt raise their contributions, and the total expenditure from this source will be higher in each succeeding year, the increase will not be sufficient to affect very materially the attendance through the whole Province. The fees levied in District Schools and their branches have increased greatly. In 1867-68 the amount collected was Rs. 10,676, in 1872-73 it was Rs. 14,699, and in the year under report Rs. 35,704. The additional income from this source is, however, insufficient to provide adequately for improved instruction in the higher classes, in which the number of boys increases so rapidly as to be a source of great embarrassment, even where the total number of pupils in the school and its branches remains the same. In Vernacular schools of the lower and middle class under District officers there is room no doubt for a considerable increase in the income from fees. In Ludhiána, where the largest amount is collected, the income from this source is equal to nearly twelve annas per pupil, including agriculturists and non-agriculturists, or nearly one-seventh of the whole expenditure, a very considerable proportion when it is remembered that fees are exacted from non-agriculturists only. Efforts will be made to raise the fees elsewhere, but it is probable that some years will elapse before the average rate throughout the Province is as high as it now is in Ludhiána. If, however, it were practicable to levy the same fee at once in every district, and the whole amount were expended on primary schools, we could not by this means expect to add more than five or six thousand to the number of boys. In many cases too, the teaching staff of middle Vernacular schools is poor and underpaid, and in others the establishment of additional middle schools will soon be essential. It appears to me therefore, that in Vernacular as in District schools, though the increase from the income of fees will enable us to improve the character of the education now imparted, it will have little effect in extending its benefits to a larger number of boys.

Tuition fees.

3. The following remarks regarding the question of school fees are from the report of Mr. Alexander, Inspector of Schools, Lahore Circle. That officer refers to a practical difficulty regarding the levy of fees from traders who possess land, and who claim as contributors to the educational cess now merged in district funds, to be exempted from the payment of fees. The experience gained in Ludhiána and the success of the Deputy Commissioners of that district in their efforts

to raise the school fees will no doubt be of value in dealing with other parts of the province :—

"The question of fees in vernacular primary and middle schools is touched on by several Deputy Commissioners, and is one, which in view of the spreading desire for education, well deserves consideration. There must be a limit to grants from the State and district funds, and it must be to fees that we must look for the means of meeting increased expenditure. Fees collections have no doubt very largely increased during the last few years, but very many traders, who ought to pay high fees, either pay very inadequate sums, or escape altogether on some pretext or other. Mr. Perkins, Commissioner of Amritsar, draws attention to a complaint made by Mr. Beachcroft, Deputy Commissioner of Siálkot, that there is no clear rule defining an 'agriculturist,' and that therefore any one who owns a little land claims exemption from paying fees. Rich money-lenders, and other traders, who have acquired land are thus enabled to avoid the payment of fees, though it is clear they are not agriculturists in the proper sense of the word. I think it is important that some instructions should be issued on this subject."

Increase in number of pupils not expected. Progress and improvement in education effected yearly.

4. It will be seen that there can, in my opinion, be no hope in the immediate future of any very large increase in the number of boys attending school, but their educational progress and the improvement annually effected in the character of the instruction imparted continues to be most satisfactory. This is shewn by the larger number of successful candidates for the various examinations, especially the middle school examination, and by the enormous increase in the number of boys in Government schools who have completed the lower school course. The number of such students has risen since 1872-73 from 2,326 to 4,811 in District schools and their branches, and from 10,150 to 20,416 in Vernacular schools under District officers.

In the Jullundur district, where the two highest classes of middle schools contained in 1874-75, 83 boys, the Inspector found at his last visit no less than 403. In the same district 280 boys had joined Vernacular middle schools after completing the course of instruction in the primary schools near their own homes, and of these 166 were living entirely at their own expense, whilst the remainder were in receipt of small stipends which helped to defray though it did not cover their expenditure.

Education amongst agricultural population.

5. In my last report I adverted to the encouraging fact that a strong desire for education has sprung up of late years amongst the agricultural population in the more advanced districts of the Province. In the following extract the Inspector of the Rawalpindi Circle discusses the question of how far the agricultural classes accept and profit by opportunities of education. Mr. Pearson's remarks will be read with interest; especially in the light of an extract from the report of the Inspector of schools Lahore Circle, who quotes some statistics furnished by Mr. Coldstream, the Deputy Commissioner of

Hoshiárpur, which supply I think a satisfactory answer to some of the questions raised by Mr. Pearson :—

"Perhaps the most important question which has been dealt with in recent reports of this circle is the degree in which the agricultural classes accept and profit by opportunities of education. The facts are somewhat complex. During the last ten years the zamindárs have shown themselves much more ready to send their sons to school than formerly, and although students from among the trading classes and officials are found chiefly in the upper classes, the primary schools are well attended by boys whose parents are engaged in tilling the soil. Of these a small proportion are sons of well-to-do persons, who do not work with their hands, and value education for its own sake. For the rest, the main inducement is some hope of employment as muharirs, patwáris, letter carriers, letter writers, messengers, or anything except their fathers' business. Where the zamindárs take freely to such occupations there is a demand for education. Where they are more exclusively devoted to agriculture, as in Jhelum and Sháhpur, the schools languish. There seems also to be a tendency to fall off in some places where education has hitherto been popular, when boys of primary schools have passed through the IVth class and are turned adrift. There has been an unreasonable expectation that boys of 14 or 15 years of age will be provided for somehow when they leave school, and the parents think that no good has come of the trouble and expense of an education which has been given them almost gratuitously.

"There is no question, I think, that in nearly all cases the boys who attend Government schools have in view some idea of getting a living by their education, but it remains to be explained why, for instance, in Ráwalpindí and Gujrát, the agricultural classes seek for employment of this kind, while in Sháhpur and Jhelum they stick to the land.

"Hereditary custom may account for a good deal, and it appears that in the Ráwalpindí district the zamindárs belong to a variety of castes, some of which are not likely to be restrained by family pride from any opportunity of making money. Still, so far as I can ascertain, there is no sufficient evidence that Ghakkars, Játs, and Awáns are averse to education, while all the inferior tribes of agriculturists accept it as a means of getting employment. The explanation is perhaps to be found in the circumstances of the people. In Gujrát and those parts of Ráwalpindí where the zamindárs value education, the land is thickly inhabited, and it may be presumed that the natural increase of the population drives the rising generation to seek a livelihood away from home. In Jhelum and Sháhpur, on the other hand, there is a good deal of waste land, and the struggle for existence has not yet set in. Ask a man in the Gujar Khán tahsíl why he sends his son to school and he will tell you that he hopes to get a place for him. Ask a zamindár in Sháhpur why he does not send his son to school and he will say that he is wanted to work in the fields or to go after the cattle, and that he cannot afford the luxury of education. This is the simplest, and probably the truest, account of the matter. Can nothing then be done for the education of the agricultural classes except so far as they cease to be agricultural? This is a question of much interest and importance, and one on which the balance of opinion has of late years been decidedly against the views which are now beginning to be put forward by persons of experience. No one doubts that education makes an immense difference to those who are able to enjoy its advantages, but it is not always observed that the conditions of life practically put some classes of people beyond its pale. Children who have had good schooling, but afterwards are so situated that they fail to keep up what they have learnt, soon forget it all. The attempt to read or write after a little while becomes irksome, and then is entirely abandoned. An Inspector of schools in England reports that it is a great mistake to suppose that a student of an adult school can keep up with the class in which he left off as a boy. How much more must this be the case in an Indian village, where a man has no use for his literary acquirements. Again, if the schoolboy's learning is lost to him, is he not the better for his intellectual and moral training? Certainly, it may be hoped so; only moral and intellectual training is not confined to the school room, but is to be had more or less in an apprenticeship to any respectable calling. The principle on which education should be based is not obscure, though its application may be, it should be a preparation for the business of life.

"On the whole then, I think, it is a mistake to urge people to send their sons to school, as if they did not understand their own interests. When Government education was new some effort was necessary to bring it home to the people, but now the demand is equal to the supply. In India, as it seems to me, the idea of popular education is out of place. We have to provide here for the educated classes, not, as the term is understood in Europe those of superior education, but all to whose business literary knowledge is necessary. If in Europe

in the middle ages, and down almost to the present century, popular education was a thing unknown, it was not, we may be sure, because of the defective imagination or philanthrophy of the rulers of the time, but because society was not yet ripe for such a development. In India we have the social conditions of the middle ages. A department of education in India has to deal with educated classes, not with an educated people."

Degree of estimation in which schools are held in various districts.

6. Mr. Pearson, it will be observed, has found that in certain districts the zamindárs are now very ready to send their sons to school, which was not formerly the case, but that in others the schools still languish. He believes that boys attend school with the view of getting their living by means of the education they have received. Where the land is thickly inhabited the sons of agriculturists are impelled to seek for other employment which education enables them to obtain. Hence the schools are popular. In some places, however, where boys have been disappointed in their expectation of obtaining employment, there seems a tendency for the schools to fall off. Where waste land is available and the country thinly populated all boys are wanted to work in the fields or to tend cattle, and hence their parents do not send them readily to school. Mr. Pearson seems to doubt whether school education can be of much value to this latter class. Boys who leave school must soon forget all they have learnt. If however the schoolboy's learning is lost to him, will he not be better for the intellectual and moral training he has received ? It may be hoped so, replies Mr. Pearson, but we must remember that intellectual and moral training is not confined to the school room, but it is to be had more or less by apprenticeship to any respectable calling.. (This hardly seems to apply to the class under consideration. What intellectual and moral training is obtained by the cow-herd ?) It seems therefore a mistake to urge people to send their sons to school as if they did not know their own interests. When Government education was new, effort was necessary to bring it home to the people, but now the demand is equal to the supply. Again, the idea of popular education seems out of place in India. Such an idea was unknown in the middle ages, because society was not ripe for it. In India we have the social condition of the middle ages, our task then is not to provide for popular education as understood in Europe, but to provide education to those for whose business literary knowledge is necessary.

A comparatively short time ago there was scarcely any real desire for education amongst the agricultural population of any district, and some effort was necessary, as remarked by Mr. Pearson, to bring Government education home to the people. Now the demand in the more advanced districts far exceeds the supply. No doubt the hope of obtaining employment, for which literary knowledge is required, impels many of the agricultural class to attend school. But the

fact remains, that of those boys even, who carry on their studies to the completion of the primary school course and beyond that standard, a very large proportion do return to their hereditary occupations and this must necessarily be the case with the majority of those who leave school at an earlier period, since the knowledge they have acquired can hardly lead to employment. This fact is well illustrated by the following extract from the report of Mr. Alexander :—

"Mr. Coldstream, Deputy Commissioner of Hoshiárpur, has some interesting remarks on the effect of the education given in our primary and middle schools on the agricultural population. He says—'It is common to hear a remark that even our primary schools unfit a boy for agricultural pursuits. During the past year I collected some statistics with reference to the occupations and walks of life ultimately adopted by the boys who left school during three years.' Mr. Coldstream selected 4 middle and 4 large primary schools, and collected information regarding the boys who left the 4th or higher classes of these schools. He found that out of 123 such boys, 50 obtained Government service, 7 engaged in trade on their own account, and 66 returned to their fathers' professions, including agriculture. Of the 123 boys, 28 belonged to the agricultural class, and of these 10 obtained employment, and 18 returned to agricultural pursuits. These figures certainly do not bear out the statement that a moderate degree of education spoils a boy for following his father's profession, and it is clear that as education spreads, and it is spreading very rapidly, we shall have a large proportion of educated youths who must find employment other than Government service. In regard to this Mr. Coldstream adds—'I do not think this feature is to be regarded as altogether unsatisfactory, because the lads who find no opening in Government service will be forced to take themselves to other pursuits; and a certain number will follow agriculture, or adopt trade or manufactures as their means of livelihood. The influx of intelligence and education into these pursuits will doubtless apply that stimulus to the development of the country which is so much needed."

That a slight reaction should take place where there has been an undue hope of obtaining employment is but natural. A few years ago education in the Ludhiána district received a considerable check from this cause amongst the trading, no less than the agricultural classes. This however is a merely temporary phase, and does not I believe at present operate in any of the more advanced districts.

Education is first sought as a means of obtaining employment, but when once introduced, it is maintained, and spreads, subject in a few cases to some temporary check, because it is found to be advantageous whatever may be a man's calling. It is perfectly natural that in districts where the boys are required to work in the fields or tend the cattle, and where there is no desire for other employment, the schools should languish. It seems to me, however, that Mr. Pearson somewhat under-rates the value of education in these districts. When a boy leaves school very early it may be true that he forgets all his book learning, but I question whether this is the case, in cases when he has completed the primary school course. I hope, moreover, that with the aid of an improved series of vernacular books, and the instruction imparted in the Training College which is shortly to be established, we shall succeed in making the education given in our

primary schools very much more practical than it is at present, and I have not the slightest doubt that by this means it will be much more useful to the agriculturist, and that its advantages will be much more widely appreciated. I am strongly impressed with the opinion recorded by Mr. Coldstream in the extract given above, that the influx of intelligence and education into the pursuit of agriculture, trade and manufactures will apply that stimulus to the development of the country which is so much needed.

In advanced districts where the demand for education is already equal to, or in excess of, the supply, there is no need now to urge the people to send their sons to school. At first they did not know their own interest, now they have learnt to recognise it. Where schools languish and the agricultural classes are apathetic, this lesson has still to be learnt. How quickly it may be learnt in some cases is exemplified by the Hazára district, where the rapid spread of education under the encouragement afforded by Major Waterfield, and the energy of the active and influential Chief Muharrir, has frequently come to the notice of Government.

The social conditions of India at the present day appear to me to be altogether unlike those of Europe in the middle ages, and the educational questions with which we have to deal even more dissimilar from any problem that could then have presented itself. However this may be, there can be no possibility at the present time of providing popular education as understood in Europe. As I have already explained, the want of funds is an insuperable obstacle to the education of a much larger number of boys than the small fraction of the population who at present attend our schools. Where, however, the rural population have not yet learnt to avail themselves fully of the educational advantages that are within their reach, I think that every encouragement should be held out to them to imitate the example of their more enlightened brethren in other parts of the Province.

State of female education in the province.

7. In connexion with female education there is little of interest to record during the year under report. In many places zanána teachers are readily welcomed, and some of the Mission schools are doing good work. A boarding school of a high class for Native Christian girls of respectable families is about to be established at Amritsar, and a large amount has been subscribed for the erection of a suitable building. Fees will be levied at the minimum rate of Rs. 5 for each child. There is reason to hope that should this school prove as successful as is anticipated, it may lead to the establishment of similar schools for Hindu and Muhammadan girls of good family. Amongst

schools unconnected with missionary effort, the most successful is the normal school at Amritsar, with its affiliated primary schools. Proposals are under consideration for the improvement of the normal and primary female schools at Lahore. The majority of secular schools make little progress, and there are many obstacles to the successful extension of female education amongst the population at large. Amongst these of course is the apathy on the subject of the people themselves; but this might probably be overcome without much difficulty as their attitude towards female education is much more encouraging than the general feeling that prevailed with regard to Government schools for boys at the time when I first joined the Educational Department. A much more serious obstacle is the lack of funds. At present the schools suffer from the want of proper supervision and efficient teachers. Female teachers are not generally acceptable unless they are natives of the locality in which they are employed, and it is difficult to send women for training to a distant normal school. Where male teachers are employed it is necessary that they should possess the confidence of the parents, and generally some old Mulla or Pandit is selected for the post. The pay of the teachers of female schools whether male or female is generally very low, and it is this which makes improvement so hopeless. If it were possible to offer good salaries the difficulties connected with the training of female teachers might be in some cases surmounted, and in others it would be possible to obtain the services of competent men in whom the people have confidence. To secure the latter object it is not essential that the men should be old. The son of a family priest is often trusted as implicitly as the father; and I was surprised many years ago to see a youth of eighteen acting as a monitor in a village school attended by girls of nearly the same age as himself, who were daughters of the lambardárs and principal men of the place. In order however to induce such men to undergo the necessary training and to take service in a girl's school, it is essential that the salary offered should be as high as that enjoyed by teachers in schools for boys, or even higher, as the field for selection is so much more restricted. As however funds are not available for the extension of primary education amongst boys in the country at large, it is difficult to see how very much progress can be effected in the primary education of girls, except in cities where there are rich municipalities who may be expected in time to vote money more liberally with this object.

Lithographing and Photo-zinco-graphing school books.

8. In my annual report for 1875-76 I stated that the imperfections inseparable from lithographed books, especially when large editions are required, had long engaged my attention; that I had accordingly determined on visiting England a few years previously on fur-

lough to ascertain whether it would be possible by any known process to produce facsimilies of the Persian character in a superior style ; that I had since been engaged in carrying out a series of experiments, and that three books—the Karimá, the Gulistán and the Urdú Qá'ida or Primer—had been actually printed. These three books had been made over for sale to the Secretary of the school of carpentry, and any profits that might be realized would be credited to that institution. One of these books, the Urdú Qá'ida or Primer, had with the approval of Government been introduced into Government schools. I added that I was engaged with the assistance of some of my colleagues and other friends, in bringing out a series of vernacular text books which would prove, I ventured to hope, of real service to primary schools in this country. I proposed in the course of a few months to submit some of the first books of the series for the consideration of Government.

The First and Second Readers of the series above referred to have been printed by photo-zinco-graphy, and were published during the year under report and introduced with the sanction of Government into the Government schools of the province. They contain numerous illustrations, and the subject-matter is about half as much again as that contained in the Readers of which they have taken the place. The retail price of the Second Reader is however the same, and that of the First Reader nearly the same, as the prices of the corresponding Readers formerly in use. They have moreover been supplied to the Book Depôt at a rate which has admitted of a suitable profit to the Depôt and the allowance of the usual discount to purchasers. The risk of publication was borne by myself, and it was intended if any profit should accrue to me to devote it after obtaining the sanction of Government to some object connected with education. I have already submitted a statement to Government from which it is seen that the cost of production with subsidiary charges for carriage and publication far exceeds the amount that can be realized by the sales. Had these Readers been supplied to the Depôt at the price at which they can be lithographed *without illustration* in the Educational Press, there would have been a profit instead of a loss, and I have satisfied myself that future editions can be produced at a very much less cost. Some other books have been published at my risk, and numerous experiments have been made. The result is that I have succeeded with considerable thought and labour and at a somewhat heavy pecuniary cost to myself in ascertaining how photo-zinco-graphy can be advantageously applied to the production of school books in Persian and Urdú, for which there is a large demand. I can take no credit to myself for the expenditure I have incurred, as I did not anticipate that my experiments would

involve any ultimate loss; but it seems as well in order to avoid any possible misconception to state what the pecuniary result has been. In future an exact estimate will be framed and submitted to Government of the cost of any school book that it may be proposed to print by photo-zinco-graphy, and all books required for our schools will be printed for Government and published at the Depôt. I may add that my experience tends to shew that photo-zinco-graphy cannot at present be applied with advantage to the production of Arabic books or of books in the Nágrí and Gurmukhí character. I believe however, that it is difficult to over-rate the advantage to primary education in this Province that will accrue from the introduction of the new system. It will enable us to supply books with good illustrations and a clear and accurate text at a very low price. Books printed on this system have all the clearness of outline that distinguishes type, and as a very large number of copies can be produced from one set of plates, the expenditure incurred in obtaining a good manuscript in the first instance is a matter of small importance. There are however many difficulties to be encountered in introducing the new system, and numerous experiments were required before I could succeed in ascertaining in what way they might be surmounted. Further improvements may be expected hereafter, and it is not impossible that eventually the whole process may be carried on successfully at Lahore.

Vernacular text books.

9. A question of still greater importance than an improved style of printing and cheap execution is the subject matter of the vernacular books that are used in our schools. In the preparation of the new series I am much indebted to the assistance of officers of the Department and other friends. The Third and Fourth Readers, now nearly completed, have been subjected to the criticism of scholars well versed in the various subjects of which they treat, and the vernacular text after the most careful preparation under my superintendence has been examined by Native gentlemen whose proficiency as Oriental scholars and as masters of the Urdu language is generally acknowledged. The same plan will be pursued with all subsequent books of the series. My acknowledgements are especially due to Mrs. Steel, who has supplied the greater part of the material for the Third and Fourth Readers, to Mirza Sulaiman Jah, Mirza Suraiya Jah, Nawáb Ziya-ud-dín Khán, Mr. Baden Powell, who has examined and himself contributed towards the lessons on trees and plants of the Third and Fourth Readers and has kindly undertaken to supply a great part of the lessons on similar subjects for subsequent Readers, Captain Marshall, Dr. Center and many officers of the Educational Department European and Native.

10. A few words may not be amiss as to the general plan and scope of the series. The series will comprise an introductory Primer, eight Readers adapted to a course of instruction extending over four years, and Manuals of Geography, Arithmetic and Mensuration.

General plan of the new series of vernacular school books.

One main purpose of the Readers, in addition to the obvious one of teaching to read, is to train the observing faculties by reference to familiar things, and to lead on the pupil step by step to an intelligent comprehension of animal and vegetable life, of the mineral kingdom, of agricultural and other processes, and of the more simple natural phenomena ; and to familiarise him so far as is practicable by means of easy descriptive sketches with places and people beyond his actual experience. An endeavour has been made to render the lessons at once simple, accurate and interesting, and by the moral tone that pervades them to inculcate a love of truth and goodness.

The Manual of Geography will contain sketches of celebrated buildings and of national costumes, and a series of clearly drawn maps illustrating the text. The memory of the learner will not be burdened with mere names, of which comparatively few will be introduced, whilst an endeavour will be made to give useful and interesting information regarding every place and person mentioned. In describing a country a simple sketch will be given of the history of the people, sufficient to render intelligible a brief notice of their character and of their manner of life. The youngest children will take a lively interest in descriptive geography and in elementary history when the subject is treated in a manner suited to their capacity and calculated to arrest their attention. When this is not the case nothing can be more dry and unprofitable.

The Manuals of Arithmetic and Mensuration will be of a practical kind ; whilst due regard will be paid at the same time to the importance of teaching principles and not mere mechanical rules. They are designed to contain just that amount of information that can be imparted advantageously to boys attending primary schools.

11. I conceive that the principal objects of popular education should be so to train the mental faculties that any duty undertaken in after life may be carried on with intelligence ; to impart information that will prove of practical use in years to come ; so to train the eye and the taste that the most humble may derive pleasure from beauty in nature and in art ; to train the moral feelings so that the schools may turn out good

Principles of training.

men and good citizens; and lastly, by inculcating the importance of cleanly habits, and the necessity of pure air and water, and the observance of the elementary principles of hygiene to develope a healthy body. In the preparation of this series all these objects are kept steadily in view.

Advantages to be derived by the introduction of the new vernacular text books.

12. The knowledge imparted by means of this series will be of benefit to all. That portion of it which has the most practical bearing on the life of agriculturists in particular, is contained in a series of lessons running through all the Readers. The Second Reader contains very simple lessons on trees and plants. The Third Reader contains lessons, still very simple, but of a slightly more advanced and practical kind, on the date palm, mulberry, jessamine, mustard plant, and gram. The Fourth Reader treats of the rose, orange, sandal-wood, opium, poppy, bamboo, deodar, and tea. The Fifth Reader will treat of 'what grows in a rakh.' The Sixth of the growth of a plant, and the functions of the different organs, with some indication of the method of classification; the Seventh will treat in a very simple manner of classification, and the Eighth of agricultural processes.

Mr. Powell's Manual of Agriculture.

13. Mr. Baden Powell has undertaken to write a Primer or Manual of Agriculture based on the manual prescribed for Irish National schools. Such a primer or manual would be too advanced to be taught to good purpose in our primary schools, but it will present little difficulty to boys attending our Vernacular middle schools who have completed the course above indicated.

Translation of Science primers.

14. Blandford's Physical Geography and several of the Primers of Science edited by Professor Huxley have been translated or are now in course of translation in the Department. These also will be taught with comparative facility in our middle Vernacular schools to boys who have gone through the series for primary schools, since instead of being introduced to an entirely new subject with minds unaccustomed to the method in which it is treated, they will have acquired already a considerable amount of information on the subject treated of, and will have been familiarised from the very first with the principle on which information is imparted in these admirable primers.

Opinion on the introduction of Roman Urdu.

15. Mr. Alexander writes as follows regarding some proposals of Mr. Tolbort, Deputy Commissioner of Gujránwálla, regarding the introduction of the Roman character :—

"Mr. Tolbort, Deputy Commissioner of Gujránwálla, supports in very earnest language the opinion that the substitution of the Roman for the Oriental alphabets is absolutely essential

before our system of education in India can be regarded as in any way satisfactory; and he would put this view into practice by reducing the present number of our Vernacular and even of our English schools, and expending the savings thus effected on the introduction of the Roman character in the remaining schools, and on the creation of a Romanized literature. An annual report is hardly the proper place for the discussion of such a large question as this, and I do not propose to offer any remarks on it; but the subject is one of such vast importance, and has so many enthusiastic supporters, that I could not leave Mr. Tolbort's suggestion altogether unnoticed."

An annual report is, as Mr. Alexander observes, hardly the proper place for the discussion of so large a question as the general introduction of the Roman character, but it may I think, be interesting to note to what extent the Roman character can be used with advantage under our present educational system, without any reference to the expediency or otherwise of encouraging its general adoption. In the first place, it should be observed that there can be no question of the substitution of the Roman character for the Persian in primary schools. The new series for primary schools can I think be printed almost if not quite as cheaply by photo-zinco-graphy as would be possible if it were stereotyped in the Roman character, and the text of future books of the series will I hope nearly approach though it is impossible to equal the Roman character in clearness. This however is really beside the question. If the Roman character should ever supplement the Persian it must of course be taught in preference to the latter in primary schools. Under existing circumstances however a knowledge of the Persian character is indispensable, and to teach the Roman character in addition to the Persian in primary schools would involve much inconvenience without any corresponding advantage. The Roman character therefore cannot be taught at present in primary schools. Ability to read and write the Roman character is however tested in the middle school examination in accordance with the orders of Government issued after due consideration of the subject.

The power of reading the Roman character can be acquired by the students of middle Vernacular schools without difficulty, though it is put to little practical use at present; and I have long considered that the progress of these boys in mathematics, history, geography and elementary science would be greatly facilitated by the publication of Roman Urdu manuals on these subjects. Works on history and geography in which many names occur present the greatest practical difficulties when lithographed in the Persian character, though every attention may be bestowed on the accurate transliteration of the names. The careful elaboration of many years also has made it possible to bring out in a form quite unapproachable in the Persian character all works on mathematics and other books where different symbols are introduced and a variety of type is used to fix the attention on particular points. As the boys for whom these books

are provided learn in any case the Roman character, and as they have ample practice in keeping up a knowledge of the Persian character, being required to write a great deal and also to read a considerable amount of Persian literature, the comparative merits of the Roman character as applied to school books in the subjects above indicated is all that has to be considered, and in this respect its advantages for the reasons above specified, and others into which it seems needless here to enter, are I think incontestable. I may add that the translation of the Primer of Physics has been already printed in the Roman character, though the execution in this case is I regret to say somewhat inferior.

The introduction therefore of the Roman character to the extent above specified will be advantageous, as an educational measure, irrespective altogether of its general use; though it is of course evident that such a measure will facilitate its adoption for ordinary purposes should Government see fit hereafter to encourage the practice, or any party amongst the natives desire to give it a trial.

English text books.

16. Under the instructions of the English text book Committee appointed by Government, a First English Reader has been compiled by Mr. Dick, and an English Primer and other books are under preparation. It may be hoped that in the course of a few years we shall be provided with a thoroughly satisfactory series of English text books for middle schools. The preparation of such books however involves considerable labour and the expenditure of much time; and want of leisure on the part of officers who thoroughly understand what is required is the chief and almost the only obstacle that has hitherto retarded the compilation of English text books. For upper schools it has been decided to retain the Selections from Modern English Literature by Mr. Lethbridge.

Bestowal of the powers of a University on the Punjab University College.

17. The most important event during the year is the sanction accorded by the Secretary of State to the bestowal on the Punjab University College of the powers of a University. It is suggested, however, that the degrees in Arts conferred by the new University should bear a different title from those conferred by other Universities in England and in India. It seems to be supposed that the examinations for degrees held by the Punjab University must necessarily be less difficult than those of other Indian Universities, and that the degrees will be consequently of less value. It would I think be a very serious misfortune if this were really the case. I believe it to be the desire of the Senate that the standard shall be not inferior to that of other Universities, and His Honour the Lieutenant Governor has publicly expressed

his conviction of the necessity of maintaining such a standard. Under these circumstances it is to be hoped that permission will be accorded to confer degrees bearing the titles which Indian students have learnt to honour.

Standard in English in the Punjab University College examination.

18. The Entrance Examination is still unsatisfactory. It is by this examination alone that the Punjab University College has exercised any influence over Government schools in the province. It has frequently been brought to notice that this examination is easier than that of the Calcutta University. It is however easier not only than the corresponding examination of the Calcutta University, but, as regards the papers on the English language, it is easier than the Middle school Examination. There can be no difficulty in making a comparison, as the Entrance Examination in English is identical in character with the Middle school Examination in English, though the standard is lower. The latter examination is the leaving examination for boys of Middle district schools. The highest class of these schools contained at the time of the last examination 399 boys: all but 20 presented themselves for examination, and there were 26 failures in English. It is quite evident therefore that the great majority of boys who complete the course of instruction in Middle schools attain in English to the standard of the Middle school Examination. It is equally evident that if these boys present themselves, after the lapse of three years passed in an upper school, as candidates for the Entrance Examination of the Punjab University College, the fact of their passing can afford no guarantee of their having made any progress whatever in a knowledge of English during these three years.

A few years ago some rather severe strictures were passed by Government on the English education imparted under the superintendence of the Department. That the English education at that time imparted fell short of the standard to be desired, every one will admit. Whether better results had been possible in a Province where schools were of recent growth, and where the majority of the teachers were necessarily in the first instance men of very inferior attainments, is I think open to argument. That great improvement has taken place since that date is incontestable; that our schools have hitherto attained to anything approaching an ideal standard, or that great improvement is not still to be looked for, no educational officer will maintain for a moment. In an extract from a Parliamentary report, published in the last Calendar of the Punjab University College, it is stated that "a smattering of various branches of 'instruction,' to be more or less offensively paraded, is what we have given to the natives with our so-called English education," and the strict-

ures of Government above referred to are quoted in support of this assertion. The elevation of the standard of English education to the level of the reforms that are ever being carried out in Europe is to be the work of the Punjab University College. No doubt the Punjab University College might and should co-operate with the officers of the Department in raising the standard of English education. At the time however that these papers were published in the Calendar, the examination by which alone the Punjab University College influences our schools, was and long had been of such a character, that it must necessarily tend, not to raise, but to lower, the standard of English education. Hitherto the course of instruction in Upper schools has been guided mainly by the Entrance Examintion of the Calcutta University, but when our students cease to go up for that examination and all matriculate in the Punjab University, it will be of the highest importance to the future progress of our schools that the Entrance Examination of the latter institution should be raised to a suitable standard.

Inconvenience arising from delay in conferring powers of a University on the Punjab University College.

It is very much to be desired that the full powers of a University should be conferred without delay on the Punjab University College. The present transitional arrangement has now arrived at such a stage as most seriously to disarrange the work both of the Lahore College and of our schools. I am therefore extremely anxious that the matter should be settled without delay. It is however now more important than ever that the Entrance Examination should be placed on a satisfactory footing.

Manners in Government schools.

19. In the last annual report, I expressed my opinion regarding the manner and bearing of boys who receive an English education in Government schools; and as this subject is one of great interest, I venture to repeat the remark that I offered on that occasion :—

"From time to time Government has drawn attention to the great impor-
"tance of inculcating good manners in our schools, and to deficiencies in this respect,
"sometimes noticed amongst students who have learnt English. The acquisition
"of good manners and of good morals in our schools, no less than the acquisition
"of sound knowledge, depends mainly on the employment of masters of a high
"stamp. There are in the department some very good men who have been brought
"up in our schools and colleges; and there are, no doubt, on the other hand, some
"masters whose retirement would be advantageous. Every year we have more
"candidates to select from, and the staff of men employed in our schools improves

"greatly year by year. The organization of a Central Training College will of "course supply our District schools with men of a superior class, and will enable "us to test thoroughly a candidate's qualifications in every respect before employ- "ing him as a teacher.

"It should not be forgotten that our schools are attended by boys of all "classes. It has been sometimes said that native gentlemen shew reluctance to send "their boys to Government schools lest their manners or their morals should be "contaminated. At the same time, a large and increasing number of the sons of "native gentlemen do attend our schools. There is in fact a much greater mix- "ture of classes in the Punjab schools than is to be found in schools in England; "and native gentlemen seem as a rule to be much less disinclined than English "gentlemen to send their sons to schools where they will be thrown into unavoid- "able contact with boys belonging to a lower grade of society.

"The manners of a high bred Muhammadan gentleman of the old school "are not to be surpassed; but I could point to many men who have been educa- "ted in our schools and colleges, whose manners leave nothing to be desired. "Were schoolmasters, however, without exception, absolutely perfect, it would be "idle to expect that they could imbue all their pupils from every class of life, and "whatever might be their home surroundings, with the gentlemanly feelings and "the style an dbearing of a boy brought up in a native family of the best class. "The constant attention of educational officers is directed to this subject, and we "may hope for gradual improvement, which is all that can be expected.

"A large number of schools were visited by the late Lieutenant-Governor. "In several cases, he observed a want of good manners in Anglo-Vernacular schools "not under the control of the Department. It is satisfactory to find, however, "that the remarks recorded in the visitors' books of District schools are almost "invariably favorable. In several instances, the behaviour of the boys is specially "commended, and there appears to have been only one occasion on which the "Lieutenant-Governor had any fault to find in this respect. In this case, the "headmaster failed to maintain his authority over his subordinates, and to enforce "proper discipline throughout the school, which has always been a difficult one "to manage.

"It has sometimes been said that natives who receive an English education "shew over-bearing conceit, and that they become estranged from their countrymen. "I believe that this is so in exceptional cases only, though it is no doubt impossi-

"ble that there can be sympathy on all points between a young man who has re-
"ceived a college education and his uneducated relations. Much the same thing
"often occurs in England in cases where the sons and daughters of people who
"have sprung from a humble origin receive the best education that wealth can
"command. In order to diminish as far as possible the estrangement that an
"English education might be expected to cause, our students have always been
"required to learn Persian and the Vernacular, and the consequence is that natives
"who have received an English education since the mutiny are not cut off from all
"intellectual sympathy with their countrymen, as was often the case with men
"educated before that time. As far as my experience extends, I find that the
"influence exercised by native officials, such as schoolmasters and district In-
"spectors, is certainly not diminished by an English education, and I believe that
"this will be found to be the case in all branches of the service."

GENERAL STATISTICS.

20. During 1877-78 the number of Government institutions has fallen from 1,601 to 1,564, but the number of scholars on the rolls has risen from 87,725 to 88,692 Amongst aided schools there has again been a decrease, the number having fallen from 470 to 464, whilst the number of scholars on the rolls has risen from 24,900 to 26,717. On the whole, whilst the number of institutions has been reduced by 43, the number of scholars on the rolls at the close of the year shews an increase of 2,784.

Decrease of schools and increase of scholars.

21. The Lahore Government College contained at the close of the year 116 students.* At the end of the previous year there were 101 matriculated students at Lahore, and 41 at Delhi, where the attendance had been affected by the order of Government for the abolition of the college. In Government schools of the higher class there has been an apparent decrease of 171, which is owing partly to the exclusion of certain students, who, as mentioned in the last annual report, properly belonged to the middle department, and partly to the fact that admissions to the upper school departments took place at the end of the year instead of three months previously as has been hitherto the practice. These schools contained at the close of year 341 boys. In schools of the middle class the number has risen from 21,818 to 24,214. In schools of the lower class and in female schools there has been a slight decrease, *i. e.*, from 58,503 to 58,435 in the former case, and from 3,269 to 3,147 in the latter. In the Normal schools the number of students has fallen from 293 to 191, admissions having been discontinued whilst the future organization of the schools was still pending. In Jail schools also, and in the School of Art at Lahore there has been some decrease.

22. The total expenditure from Provincial Services, including the cost of buildings, endowments, and the grant to the Punjab University College, has fallen from Rs. 7,18,301 to Rs. 6,86,558. Excluding those items there has been an increase from Rs. 6,35,865 to Rs. 6,51,065. Of the sum of Rs. 6,86,558 expended from Provincial Services, Rs. 13,934 were debited to the Public Works Department, and the balance of Rs. 6,72,624 to the Educational grant.

Expenditure from Provincial Services.

* The Delhi College still appears in the returns, the expenditure in March 1877 having been adjusted during the year under report.

Assignments and expenditure from Provincial Services, General Local Fund and District Fund.

23. The assignment from all sources amounted to Rs. 11,06,898, *viz.*, from—

Provincial Services	...	...	...	Rs. 6,88,400.
General Local Fund		...	...	„ 49,498.
District Fund	...	...	...	„ 3,69,000.

The actual expenditure from Provincial Services was, as stated above, Rs. 6,72,624, that from the General Local Fund amounted to Rs. 40,890, and from the District Fund to Rs. 3,32,928. There has been therefore a net saving from Provincial Services of Rs. 15,776 (exclusive of the estimated savings under various heads for which allowance was made by the Accountant-General in fixing the budget assignment.) There was a saving of Rs. 8,608 from the General Local Fund and of Rs. 36,072 from the District Fund.

Expenditure from Provincial Services.

24. The following are the principal heads of expenditure from Provincial Services :—

Direction	...	...	...	...	Rs. 43,866
Book Depôt...		...	...	...	„ 43,824
Miscellaneous, including patronage of literature					„ 4,596
Inspection ...		...	...	...	„ 1,33,344
Colleges	...	...	...	...	„ 61,434
District Schools	...	...	...	...	„ 1,65,572
Normal Schools		...	...	...	„ 16,353
School of Art		...	...	...	„ 13,711
Grants-in-aid		...	...	...	„ 1,76,921
Rewards	...	...	...	...	„ 6,803
Jail Schools		...	...	...	„ 6,200

Rs. 58,651 were realized by the Book Depôt by sales and miscellaneous work performed by the Press, &c.; and the fees credited to Government amounted to Rs. 22,240, so that the actual expenditure from Provincial Services, after deducting the income, was Rs. 5,91,733.

Government College and Oriental College

25. During the year under review one Government College only has been maintained, the Delhi College having been abolished on the 1st April 1877. The Punjab University College supports an Oriental College to which a school department is attached. The principal object for which this institution was established is the study of the Oriental classical languages.

District Schools.

26. District schools, as stated in previous reports, comprise either two or three departments—the lower, the middle and in some cases the upper department. The two latter are supported mainly from Provincial Services. The lower departments, which include, generally, a number of branch schools, are maintained chiefly on the grant-in-aid system.

Government schools of the higher class.

There are eight schools of the higher class, of which six are Anglo-Vernacular District schools and two high Vernacular schools.

Government schools of the middle class.

There are 176 Government middle schools, of which 26 are middle departments of District schools, including the High Vernacular school at Ludhiána. These and the Anglo-Arabic school at Delhi contain boys who have gone through the lower school and passed the Lower School Examination.

There are 149 middle schools under the management of Deputy Commissioners; of these 25 are Anglo-Vernacular and 124 purely Vernacular. In the returns of these schools the boys of the lower department are included.

Aided schools of the higher and middle class.

There are 9 aided schools of the higher class; eight of these are Mission schools, and the ninth is the Bishop Cotton School at Simla. There are 34 Anglo-Vernacular and Vernacular aided schools of the middle class, besides two schools for children of European extraction. Of the Anglo-Vernacular schools 19 are maintained by various Missions. Most of the other middle schools are under the management of Government officers. In the returns of these schools boys in every stage of advancement are included.

Government and aided schools of the lower class.

There are 1,222 Government schools of the lower class. These are, with a few exceptions, primary schools under the management of Deputy Commissioners, and are maintained chiefly from local funds. There are 176 aided lower schools, the majority being lower departments and branches of district schools or branches of Mission schools.

Jail schools.

There are 29 Jail schools.

Arrangement of classes and departments in Government schools.

27. The following scheme shews the arrangement of classes and departments in Government schools :—

	9th class	Upper school, Anglo-Vernacular or Vernacular.
	8th class	
	7th class	
	6th class	Middle school, Anglo-Vernacular or Vernacular.
	5th class	
Primary school, Vernacular.	4th class	
	3rd class	
	2nd class	Lower school, Vernacular.
	1st class	

The chief defect of this system of classification has been already pointed out, and it was observed in my last report that this and other faults would be remedied as soon as the forms of statistical returns to be in future submitted should have been determined by the Government of India. This question has not yet been settled.

Results of examinations held by the Calcutta University, the Punjab University College and the Educational Department.

28. The subjoined table shews the general results for the past two years of the principal examinations:—

	No. who passed in 1876-77.	No. who passed in 1877-78.
Lower school examination	8,000	9,105
Primary school examination	1,775	1,940
Middle school examination, Anglo-Vernacular	183	366
Do. Do. Do. Vernacular	167	313
Entrance examination, Calcutta University	62	59
Do. Do. Punjab University College	119	211*
First Arts, Calcutta University	13	13
Proficiency in Arts, Punjab University College	13	27*
B. A. Calcutta University	5	2
High Proficiency in Arts, Punjab University College	3	8*
M. A. Calcutta University	1	1
Honors in Arts, Punjab University College	2	2*

SECTION 1.

CONTROLLING AGENCIES.

Distribution of circles of inspection.

29. The circles of inspection are distributed as noted below :—

Circles.	*Divisons.*
Umballa, ...	Umballa.
	Delhi.
	Hissar.
Lahore, ...	Lahore.
	Amritsar.
	Jullundur.
Ráwalpindí, ...	Ráwalpindí.
	Peshawar.
Mooltan, ...	Mooltan.
	Deraját.

* These examinations were held in April and May 1878, and therefore not in the official year 1877-78, and so their results are not shewn in the Imperial Return No. 1.

There is an Inspector of schools for each circle, and two Assistant Inspectors are attached to the Lahore, and one to the Umballa circle. Every district except Simla is provided with a local inspecting officer, styled District Inspector or Chief muharrir.

Superior inspecting staff of the four circles.

30. Mr. C. R. Cooke held the appointment of Inspector of schools in the Umballa circle during the year under report, and Lála Baldeo Sahái that of Assistant Inspector.

Mr. C. W. W. Alexander, Inspector of the Lahore Circle, remained at his post throughout the year. His assistants were Mr. Harvey and Lála Ságar Chand; Bábú Chandra Náth Mittra, 2nd Master Lahore District school, acted as Assistant Inspector during the temporary absence of Mr. Harvey.

Mr. C. Pearson, Inspector of the Rawalpindi Circle, was on privilege leave from May to July, during which time Mr. R. Dick, Professor Lahore College, officiated in his place.

Mr. D. W. Thompson, Inspector of the Mooltan Circle, obtained privilege leave for three months; and Mr. Harvey, Assistant Inspector Lahore Circle, was appointed to officiate.

Inspection work done in the four circles.

31. The following remarks regarding the work of inspection in the four circles are from the reports of Messrs Cooke, Alexander, Pearson and Thompson:—

Inspecting work done in Umballa circle.

"During the hot weather all the District schools, including the Ludhiána high school and the Anglo-Arabic school at Delhi, were inspected, and the Assistant Inspector visited most of the schools in the Hissár and Sirsa districts, with the object not so much of inspecting the schools, but rather of instructing the Chief Muharrirs and teachers in their work. He afterwards examined the primary schools of the Simla district. I was at the same time engaged in the examination of the European schools at Simla. In the beginning of October we commenced our cold weather tour; and to allow my assistant a fair start I devoted a month to visiting District schools, and followed him into the Ludhiána district at the beginning of November. From there we marched through Sirsa, Hissár, Rohtak, Delhi, Gurgáon, Karnál and Umballa. The Middle School Examination having been fixed to commence on the 1st April, Munshí Baldeo Sahái managed with some difficulty to complete his inspection of the primary schools by the end of March, but I was not myself able to finish my district work till 21st April, having been obliged to relinquish it for a fortnight on account of the Middle School Examination. The whole inspection of the circle, including Mission schools, was completed on the 15th May. All the District schools have been inspected twice during the cold weather, and all the Jail schools once. Of the 51 middle Vernacular schools all but 1; of the 304 primary schools all but 3; and of the 26 female schools all but 1;—have been visited and examined. Every aided school in the circle has been inspected. To effect a thorough inspection like this, it is necessary to devote eight months to work, and we shall commence our next winter tour at the beginning of September. I cannot speak too highly of the energy and ability displayed by Munshí Baldeo Sahái throughout the year. He is most untiring and full of enthusiasm for his work. He is an officer entirely to be depended upon."

Inspecting work done in Lahore circle.

"At the commencement of the year under review an important change was made in the system of superior inspection. Before that the Inspector and his one Assistant used to divide the work of inspection between them,

each taking a certain number of districts. The work of the circle had long been considered very heavy, and the Inspector was obliged to devote to the more routine of formal examinations a very large portion of his time, which, it was thought, might be more properly spent in administrative work. Several plans were proposed to distribute the work in a more advantageous manner, and it was finally resolved to add a second Assistant Inspector to the superior staff of this circle, the extent of the circle remaining unaltered. The distribution of work was thus effected: the two Assistant Inspectors were to visit and inspect minutely all the primary and middle schools, and hold the examinations in the prescribed standards, while the Inspector was to follow them into each district, and inspect if possible all the middle and a portion of the primary schools. Formerly the Assistant Inspector used to write the inspection reports of those districts which he visited, but under the present arrangement all the reports have to be written by the Inspector from the information supplied to him by the Assistants and from his own observations in the districts. The Assistant Inspectors have now no separate office, they form part of the establishment of the Inspector's office, from which issue all communications with the head of the Department and district offices.

"The working of the new system may, I think be pronounced satisfactory, but I cannot say that my own work has been in any way lessened by it, though it has relieved me of the most wearisome part of inspection duty. In one respect I have found it impossible to carry out the whole of the proposed programme, though I was almost continuously in camp from October to March, with the exception of a short time when I was detained at Lahore by stress of weather and indisposition, I found it impossible to make the complete circuit of all the districts of the circle. I succeeded, indeed, in going round every district but Gurdáspur, but I believe my movements were too rapid, and that better results might have been attained if I had seen fewer schools and given them more time. It will, I think, be wiser next year not to attempt to do so much.

"Mr. J. Harvey has continued as Assistant Inspector through the year, except for three months, June to August, when he officiated as Inspector of the Multan Circle, and Bábú Chandra Náth Mittra acted for him. Mr. Harvey started into camp in the middle of September, and marched about almost continuously until the end of March, inspecting the Hoshiárpur, Jullundur, Amritsar and Gurdáspur districts, and performing his work in a very careful and efficient manner. In April 1877 Lala Ságar Chand was appointed the 2nd Assistant Inspector. He commenced his work in marching round the Kángrá district, after which he went on a month's leave. On his return in October he inspected in succession the Gujránwála, Siálkot Lahore and Ferozepore districts, remaining uninterruptedly in camp until the end of March. His inspections have been carried out in a most painstaking and thorough manner, and his reports have been very clear and complete. I regard Lála Ságar Chand as a very useful and reliable Assistant, and consider myself most fortunate in having two such able colleagues as he and Mr. Harvey."

Inspecting work done in Ráwalpindí circle.

"From the 12th May to the 19th July 1877 Mr. Dick, of the Lahore College, officiated for me during my absence on privilege leave. I commenced my annual tour about the middle of October, and completed it by the end of March, taking the districts in the following order—Hazára, part of Ráwalpindí, Shahpur, Gujrát, Jhelum, Ráwalpindí, Kohát, Peshawar. No interruption occurred during the marching season, and nearly all the schools were visited or called into my camp. The exceptions are a few schools in the *bar* of Shahpur, those in Eusufzaí near the Indus, and the three Vernacular schools of the Kohat district."

Inspecting work done in Mooltan circle.

"I went away on privilege leave for the three months of June, July and August, and Mr. Harvey, the Assistant of the Lahore Circle, officiated for me. I commenced my annual tour on the 18th October, and with the exception of about a month at Christmas, I was out in camp till the end of March. During that time I inspected five districts, two of which, Jhang and Montgomery, were not inspected last year, and the two districts of Dera Ismáil Khán and Bannu, which were among those that were inspected last year, had to be left without inspection this year. I inspected the three District schools three times during this year, and each of these schools was inspected once by Mr. Harvey, who officiated for me while I was on leave."

Subordinate inspecting staff, Umbala Circle.

32. The local inspecting staff in the Umbala Circle consists of six District Inspectors and two Chief muharrirs, regarding whose work Mr. Cooke reports as follows:—

"The district inspecting officers have generally given satisfaction. Mír Guálm Hasnain of Ludhiána has worked with his usual good judgment and sense. Lála Prabhu Diyál of

Delhi has done much to improve his district, which now takes place amongst the foremost districts in the circle. Munshí Iláhí Bakhsh of Karnál has a difficult district to manage; but there is no doubt that there is improvement steady though slow. Lálá Sheo Pershád of Rohtak and Lálá Hirá Lál of Gurgáon have both worked fairly well, but neither of them has his heart in the work. They would both I believe gladly revert to head-masterships if opportunity offered. Lálá Nand Kishor, B. A., of Umballa is energetic in his inspection work, and, with a large number of schools, manages to see them once a quarter. He is not, however, sufficiently active in removing incompetent men, and I find most of the suggestions I made last year quite unattended to. The two Chief muharrirs Gangá Sahái of Hissár and Belí Rám of Sirsa have both I believe worked industriously. I am afraid neither is very strong, for their districts are still very backward and little progress is visible."

Subordinate inspecting staff, Lahore Circle.

All the districts of the Lahore Circle are supplied with District Inspectors, of whom the Inspector gives the following account :—

"The only changes in the subordinate inspection establishment took place at the beginning of the year in the Kangrá district. Parmá Nand was appointed District Inspector of that district at the end of last year, but, frightened at the aspect of the hills and the severe weather that then prevailed, he soon asked to be allowed to return to the District school establishment. Lálá Atmá Rám, B. A., succeeded him for some months; but it was found that his lameness made locomotion in the hills very difficult for him at times, and it was therefore deemed advisable to reappoint Parmá Nand, who has since performed his duties so satisfactorily that the Deputy Commissioner recommends him for a special reward.

"Kirpá Rám, District Inspector of Lahore, was away a considerable portion of the year officiating as Munsif, and the work of inspection in the Lahore district was in consequence very feebly carried on. When in the district Kirpá Rám exerted himself to the best of his ability, but he does not seem to possess the experience and judgment necessary for a District Inspector, and his work was therefore unsatisfactory.

"Of all the other District Inspectors I am happy to be able to speak in most favorable terms, and especially of Maulaví Yúsuf 'Alí, the very able District Inspector of Jullundur."

Subordinate inspecting staff, Rawalpindi Circle.

Mr. Pearson writes as follows regarding the three District Inspectors and the four Chief Muharrirs in his circle:—

"Ahmad Husain, District Inspector of Gujrát, and Bhagwán Dás, District Inspector of Ráwalpindí, have worked well and successfully. 'Alímud Dín, District Inspector of Jhelum, to the best of my belief has done his duty, although many of the schools were not altogether in a satisfactory state. I had occasion sometimes to make minute enquiries into the circumstances of his inspections, and of the appointments which he recommended, and the result was always creditable to him, though I am afraid that he sometimes tolerates lax practices which are not likely to be brought to the notice of his superiors.

"The agricultural class in the Jhelum district resembles that of Sháhpur rather than of Ráwalpindí and Gujrát in holding aloof from education, but though the reasons are somewhat obscure it would not be fair to lay the blame on the District Inspector, especially as some of his schools have done extremely well.

"Mirzá Nawáb, chief school muharrir of Sháhpur, is industrious and efficient. The apathy of the zamíndárs prevents him from getting much credit by his schools.

"Azíz-ud-dín, Chief school muharrir of Hazárá, has considerable tact and influence with the people. Mirzá Ismáíl, Chief muharrir of Peshawar, has worked well, but he appears to me to be hardly strong enough for the district.

"Shaikh Ahmad, who holds the office of Chief muharrir at Kohát, as well as the Vernacular teachership in the District school, has been able to perform the double duty without much inconvenience.

"All the native Inspectors are old servants, and on the whole are well suited for their position."

Subordinate inspecting staff, Mooltan Circle.

The following extract is from Mr. Thompson's report :—

"The inspecting establishment is the same as it was last year, *viz.*, two District Inspectors in the Mooltan and Derá Gházi Khán districts, and five Chief muharrirs in the others. The incumbents of these posts have not been changed with the exception of the Chief muharrir of the Montgomery district. His successor, a young man of the name of Anant Rám, has passed the Entrance examination of the Calcutta University and Punjab University College and is a sharp and intelligent youth, and likely to do well at his work.

"Ali Muhammad, the District Inspector at Derá Gházi Khán, who had taken up his duties there only 5 or 6 months before the last report of the circle was written, has since been doing very well and gives promise of becoming a useful man in inspection work.

The other District Inspectors and Chief muharrirs are men of old standing and have been working as steadily as usual."

Local Committees of Public Instruction.

33. The local committees are noticed by the various inspectors in the following terms:—

Local Committees, Umballa Circle.

"The school committees at Rupar and Jagádhri are always very willing to help the head masters, but I know of no other committees attached to District schools which give any assistance whatever. The committees established in the villages of the Ludhiána and Umballa districts to superintend the Vernacular schools are generally working with energy. I found in the Kharrar and Rupar tahsíls of Umballa, that in many places the attendance had been nearly doubled by the exertions of the committee."

Local Committees, Lahore Circle.

"The local committees of public instruction in the large towns have done but little this year to assist the cause of education. The only committees in this Circle that have done anything useful have been those of Ferozepore, Núrpur and Batálá. The committees however appointed in small towns and villages have in very numerous instances been of the greatest service. This has been especially the case in the Jullundur, Siálkot and Hoshiárpur districts, the most conspicuous committees being those of Núrmahal and Mukandpur in Jullundur, Pasrúr in Sialkot and Tándá in Hoshiárpur."

Local Committees, Ráwalpindi Circle.

"Committees of public instruction have not been active, but some individuals have given useful assistance. The persons who necessarily are appointed to these committees, have rarely been educated in Government schools or understand the system. Their interference would therefore be likely to do more harm than good if they took an active part in the management ; and without some power, no committee will care to meet and discuss. Still by subscribing to pay the fees of poor boys, as at Jhelum, or by supporting the schoolmaster in various ways, they can sometimes render good service, and in this respect they have not been deficient."

Local Committees, Mooltan Circle.

"No meetings of the local committees of public instruction attached to District schools have been held during the year except at Derá Gházi Khán, where two meetings were held."

Work of Tahsildars.

34. As regards the work of Tahsíldárs the Inspectors of the Umbálla, Ráwalpindí and Mooltan Circles write as follows:—

UMBALLA CIRCLE.

"The Tahsíldárs are generally devoting a little more attention to the educational side of their duties, and I have the satisfaction of bringing to your notice the names of several who make it a rule to visit their schools when on tour and record their impressions and suggestions in the visitors' book. The most active amongst them are—Srí Kishn of Palwal, Munshí Piyári Lál of Ferozepur Jhirka, 'Alí Ahmad Khán of Balabgarh, Lahná Singh of Kharrar, Bahádur Husain of Rupar, Sheodiyal Singh of Sampla, Devi Sahái of Jhajjar, Munshí Devi Ditta of Fazilka, and Muhammad 'Aqíl of Samrála."

RAWALPINDI CIRCLE.

"The Tahsíldárs do not generally give much direct assistance to education. Some of them attend carefully to the repair and construction of school buildings and to the punctual payment of teachers besides visiting the schools occasionally. In a few instances I have had to complain of negligence in these matters, and it often happens that owing to transfers I have no opportunity of judging of their educational work. The work of the Tahsíldárs has been noticed in the district reports whenever it seemed necessary."

MOOLTAN CIRCLE.

"The tahsíl authorities are kept up to their work of the inspection of the Vernacular schools by the Deputy Commissioners, and the educational committees that have been formed from the members of District Committees to look after the schools in the districts are in some instances showing effectual supervision. But as has been remarked in former reports no material results in the attendance can be effected until the school work of tahsíl authorities and educational committees is brought under some regular system and not carried on as it is at present where some schools are visited two or three times a year and others not at all."

SECTIONS II AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Results of Calcutta University examinations.

35. The students of the Punjab still present themselves for two different sets of examinations in Arts, the Entrance, First Arts, Bachelor of Arts, and Master of Arts examination of the Calcutta University and the corresponding examinations of the Punjab University College. For the Master of Arts examination of the Calcutta University there was last year one candidate, who passed; for the Bachelor of Arts examination there were 4 candidates, 2 of whom passed; and for the First Arts examination there were 20 candidates, 13 of whom passed. For the Entrance examination there were 98 candidates, of whom 58 were successful. Amongst the latter there were 34 students from Government schools, 8 from the Bishop Cotton school at Simla, and 13 from Mission schools. In the previous year one student passed the M. A. examination, 5 the B. A. examination, 13 the First Arts and 62 the Entrance examination.

Results of the Punjab University College examinations.

36. The examinations of the Punjab University College were deferred until after the close of the official year, and were held in April and May 1878. It will, however, be convenient to notice their results. For the Entrance examination 262 candidates presented themselves: of these, 161 went up in English and 101 in the Vernacular; of the former 134 passed and of the latter 77. There were 48 candidates for the Proficiency in Arts examination, of whom 1 passed in the Vernacular, and 26 in English. 17 candidates went up for the High Proficiency examination, of whom 8 were successful.

In addition to the examinations in Arts above noticed, which correspond with those of the Calcutta University, the Punjab University College holds examinations in Oriental Languages and Literature, in Law, in Medicine and in Civil Engineering. For the Sanskrit, Arabic and Persian examinations there were 247 candidates, 130 of whom were successful, 2 in the higher, 6 in the middle, and 11 in the lower examination in Sanskrit; 4 in the higher, 6 in the middle and 16 in the lower examination in Arabic; and 4 in the higher, 11 in the middle and 70 in the lower examination in Persian.

For the first examination in Law there were 74 candidates, and 32 for the final examination; the results are not known yet. In the junior examination in Medicine 6 out of 10 candidates were successful, and in the senior examination 11 out of 12. For the Hakím and Baid examination there were 6 candidates, of whom 1 passed. For the first examination in Engineering 2 out of 9 passed.

Evils of the double system of examination.

37. The evils of the double system of examination that have so often come under the notice of Government have greatly increased. The Entrance and First Arts examinations of the Punjab University College were held, as I have already stated, in April and May, whilst those of the Calcutta University took place as usual in November. In the Punjab, April is for many reasons a better time for such examinations than November; and when the change was decided on, it was supposed that the full powers of a University would be immediately conferred on the Punjab University College, and that the students of the Punjab would consequently present themselves for the examinations of that institution only, and cease to go up for those of the Calcutta University. It can, however, be easily understood, that the inconvenience inseparable from two sets of examinations is greatly augmented when they are held at different times of the year. The manner in which these examinations were conducted was, moreover, in some other respects unsatisfactory, but it seems unnecessary to enter further into the question here.

Finances of the Punjab University College.

38. The endowment fund of the Punjab University College, on the 31st October 1877, amounted to Rs. 3,55,300. The income is made up of the interest of money invested, fees and subscriptions, and a Government grant of Rs. 19,342. The income up to the above date from the 1st November preceding amounted to Rs. 43,871, or including the balance in hand to Rs. 57,974. The expenditure during the same period was Rs. 50,799.

Remarks on the Oriental College.

39. Regarding the Oriental College I offered in my last report the following remarks:—

"The Oriental College, in connexion with the Punjab University College, is now presided over by Doctor Leitner, who is also Registrar of the latter institution and Principal of the Lahore Government College. It is, I believe, Doctor Leitner's desire, and the desire also of the Senate, that the College should be largely attended by hereditary Maulavís and Pandits, who would be afforded an opportunity of improving their knowledge of Arabic, Persian and Sanskrit literature, and of acquiring at the same time some familiarity with Western knowledge.

"Doubtless a few good scholars have, from time to time, entered the College; but as explained in my last report, it has hitherto been recruited chiefly by men or youths, whose previous education has been more or less neglected, and who have been induced by the offer of small scholarships to enter on the study of Arabic, Persian or Sanskrit. New-comers have been generally ignorant of Arithemetic, History and Geography. Many of them had, before joining, read something of Persian, others a little Arabic or Sanskrit, whilst some again had very little knowledge even of the Vernacular. Last year the system of instruction in Mathematics, History and Geography was far from satisfactory, but Doctor Leitner has, I understand, entirely changed the arrangements for teaching these subjects."

Results of examinations of Oriental College students.

40. At the late examinations in Oriental languages 19 students passed the lower, 6 the middle, and 2 the higher examination in Persian; 7 passed the lower, 5 the middle, and 2 the higher examination in Arabic; and 3 passed the lower, 5 the middle, and 2 the higher examination in Sanskrit. These results compare very favourably with those of the previous year. In the Entrance examination 24 candidates were successful. In the First Arts examination, which is the lowest examination to which matriculated students are subjected, 2 candidates only were successful.

Introduction of Gurmúkhí in the scheme of studies of the Oriental College.

41. During the year under report instruction in Panjábí, in the Gurmúkhí character, has been introduced in the Oriental College, and I understand that the Granth is taught. I have no doubt that this measure is popular amongst a certain section of the community; but the propriety of teaching the religious book of the Sikhs in a Government building, where instruction in the Bible is prohibited, appears to me to be open to question. If again the Granth is to be taught, I do not know on what grounds instruction in the Qurán and in the religious precepts of both Shiás and Sunnís, and of the various sects of Hindús, can be withheld.

LAHORE COLLEGE.

STAFF :—

DR. G. W. LEITNER, *Principal.*

J. SIME, ESQUIRE, B. A., *Professor.*

R. DICK, ESQUIRE, M. A., (*Principal Training College*), *Professor.*

DR. C. R. STULPNAGEL, *Professor.*

BABU SASI BHUSHAN MUKARJI, M. A., *Assistant Professor.*

J. W. D. JOHNSTONE, ESQUIRE, *Assistant Professor.*

MAULAVI MUHAMMAD HUSAIN, *Assistant Professor of Arabic.*

PANDIT BHAGWAN DASS, *Assistant Professor of Sanskrit.*

Changes in the College staff.

42. On the abolition of the Delhi College at the end of 1876-77, Mr. Sime the Principal, and Mr. Dick the Professor, of that Institution were transferred as Professors to Lahore. On the 10th May 1877, Dr. Leitner proceeded to Simla to join a Committee on text books; and when the work of the Committee was over, he obtained privilege leave until the commencement of the two months' college vacation on the 1st August. Mr. Sime officiated as Principal from the 10th May to the end of July. Lálá Ságar Chand, Assistant Inspector of Schools Lahore Circle, officiated as Assistant Professor until the 2nd July, when Mr. J. W. D. Johnstone joined the appointment. On the 10th December, Mr. J. C. Oman joined the College as Professor of Natural Science. On the 5th March 1878, Mr. Sime availed himself of one year's furlough. Mr. Dick is about to take furlough, and will on his return take charge of the Training College, which is to be established at Lahore ; meantime he has been employed as a Supernumerary Professor in the Government College.

Statistics of the College.

43. The College at the close of the year contained 116 students, being an increase of 15 on the previous year. This increase was due to the abolition of the Delhi College. The average number on the rolls was 116 and the average attendance 99. The fees amounted to Rs. 1,803 against Rs. 1,340 in the preceding year.

The abolition of the Delhi college has caused a diminution in the total number of college students. The falling off is due however in some measure to the postponement of the Entrance examination of the Punjab University College until April and May. Many of the students who passed that examination will probably enter the College in October, and none of them of course could join before the close of the official year.

Results of University Examinations.

44. One candidate appeared at the M. A. examination in Honors and passed in the 2nd division; 4 went up for the B. A. examination, of whom 2 passed, both in the 3rd division, and 20 for the First Arts examination, of whom 13 passed, 6 in the 2nd and 7 in the 3rd division. For the Honor examination of the Punjab University College there were 2 candidates, who both passed. For the High Proficiency examination there were 17 candidates, of whom 8 passed. For the Proficiency examination there were 48 candidates, 27 of whom passed.

Remarks on the comparison of the work of the Delhi and Lahore Colleges for the past six years.

45. Dr. Leitner observes that—"The abolition of the Delhi College offers a suitable opportunity for comparing the two institutions during the last six years;" that, "as it has often been asserted that the Delhi College was the better institution," he begs, "in justice to the staff of this College, to submit the actual statements for the information of Government." Dr. Leitner makes an elaborate comparison of the percentages of passed students as compared with the number of candidates for the various examinations from the two colleges. With reference to these comparisons he observes that, "whereas we send up all the men in a class when we can possibly do so for examination, as we deem this to be a more accurate educational test than the selection of candidates, the practice at the Delhi College was to select men for the examination." If this were the case it would of course follow that Dr. Leitner's method of comparing the number of candidates with the number of passed students would be unduly favorable to Delhi, and there can, in fact, be no question, that in comparing the results of a series of years, the fairest method is to take the percentage on the average number on the rolls of the two institutions who have been successful in the various examinations.

The average number of students on the rolls of the Delhi College between the 1st April 1870 and the 31st March 1877, when the College was abolished, was 45, and the average number on the rolls of the Lahore College during the same period was 69. The following table shews the number of students from each College who passed the various examinations of the Calcutta University and the Punjab University College during that period, and the percentage of passed students to the total number on the rolls.

	Average number of students on the rolls.	Calcutta University Examinations.								Punjab University College Examinations.					
		Prem Chand Roy Chand, studentship.		*Master of Arts.*		*Bachelor of Arts.*		*First Arts.*		*Honor in Arts.*		*High Proficiency in Arts.*		*Proficiency in Arts.*	
		Number passed.	Percentage to number on rolls.	Number passed.	Percentage to number on rolls.	Number passed.	Percentage to number on rolls.	Number passed.	Percentage to number on rolls.	Number passed.	Percentage to number on rolls.	Number passed.	Percentage to number on rolls.	Number passed.	Percentage to number on rolls.
Lahore College	69	1	1·45	3	4·34	10	14·49	34	49·27	2	2·89	5	7·24	44	63·76
Delhi College ...	45	0	0	4	8·8	13	28·8	43	95·5	0	0	5	11·1	28	62·2

The condition of the Lahore College for some time after its establishment was far from satisfactory, but it has very much improved of late years. It is recruited by students from all parts of the Province, and the attendance latterly was far higher than at Delhi, which was dependent almost entirely on the Government and Mission schools in that city. The establishment of Government schools at Umballa and Ludhiána and the general progress of education in the Umballa Circle would have caused, assuredly, in the course of a few years, a large accession of numbers to the Delhi College, had that institution been still maintained. It is certain, however, that the Lahore College, drawing its students from the Lahore, Ráwalpindi and Mooltan Circles, must have progressed at an equal rate, and that it would have continued to be by far the larger college of the two. From the table given above it will be seen, that there were 60 passes in the examinations of the Calcutta University College for Delhi against 48 for Lahore. In the examinations of the Punjab University College however there were 51 passes for Lahore against 33 for Delhi. Taking all the examinations of the two institutions, there were 99 passes for Lahore, or 143·47 per cent on the average number on the rolls against 93 for Delhi or 206·66 per cent. If we take the B. A., and higher examination of the Calcutta University we find 17 passes for Delhi, against 14 for Lahore; whilst in the High Proficiency and Honors examination of the Punjab University College there were 7 passes for Lahore against 5 for Delhi. This gives on the whole 22 passes in the Higher examinations, or 48·88 per cent for Delhi against 21 or 30·43 per cent for Lahore.

In the examinations of the Calcutta University, therefore, Delhi with a smaller number of students achieved greater success than Lahore. Taking the higher examinations of the Calcutta University and the Punjab University College

together, the passes at Delhi were slightly in excess of those at Lahore, and in the lower examinations the numbers of passes at Delhi is higher in proportion to the number of students on the rolls. On the whole, the success of the Delhi College during the last seven years of existence was decidedly superior to that of the Lahore College, though the latter institution had the honor of supplying the first successful candidate for the Prem Chand Roy Chand studentship.

SECTION IV.

GOVERNMENT SCHOOLS.

General statistics of Government Schools.

46. The statistics of all Government schools are shewn in the following statement :—

Description of Institutions.	Number of Institutions.	Number on rolls at close of 1877-78.	Average number on rolls monthly during 1877-78.	Average daily attendance.	Total expenditure.	
					From Provincial Services.	From Other Sources.
Higher class ...	8	341	380	336	72,973	5,933
Middle class ...	176	24,214	22,968	19,565	1,00,695	1,57,480
Lower class ...	1,222	58,435	57,667	47,387	4,492	2,27,621
Female schools ...	122	3,147	3,151	2,498	216	14,366
Normal schools ...	3	191	237	214	16,353	10,683
Jail schools ...	29	2,201	2,429	2,046	6,200	336
School of Industrial Art ...	1	47	53	36	13,711	129

Government Schools of the Higher Class.

47. There were at the close of the year 6 Anglo-Vernacular schools of the higher class, *i. e.*, the upper departments of District schools at Lahore, Amritsar, Hoshiárpur, Delhi, Gujrát and Jhang* and Vernacular schools of that class at Ludhiána and Gurgáon. In consequence of the change of date of the Entrance examination of the Punjab University College, the Middle school examination also was held in April instead of in the preceding November. In former years almost all admissions and promotions were made on the first of January. On the present occasion they were necessarily postponed until after the close of the official year, and hence there was no accession of students to take the place of those who left on passing the Entrance examination of the Calcutta University or from other causes. This caused the number of Anglo-Vernacular

* The upper department of the Dera Gázi Khán District school was transferred to Jhang, but as the expenditure incurred in Dera Gázi Khán in March 1877 was adjusted against the Budget provision of 1877-78, nine upper schools are shown in the returns.

students borne on the rolls of upper schools to fall from 303 to 271. By the end of May, however, when many of the new students had joined, the number had risen to 300. The two High Vernacular schools contained together 70 students. Here the falling off is apparent, only being due, as already explained, to the fact that the District officer last year included boys of the middle and lower departments in the returns of the Gurgáon school. Actually the numbers are the same. Boys join these schools with less regularity than the Anglo-Vernacular schools, and hence some boys who passed the Middle school examination in November 1876 were admitted during the year under report. Again, none of the students of these schools were struck off the rolls after passing the Entrance examination of the Calcutta University, which does not admit Vernacular candidates.

48. The Inspector of Schools Lahore Circle makes the following observations :—

Remarks of the Inspector of Schools, Lahore circle on the University examinations.

"The results of the Calcutta University Entrance examination, which was held at the usual time, were very satisfactory, 24 boys having passed from the three schools out of 34 who were examined. The Hoshiárpur school it will be seen sent up only 2 candidates, though the highest class contained 9 students. The reason of this was that most of the boys were too poor to be able to pay the fees for admission to the examinations of both the Calcutta University and the Punjab University College, and they preferred reserving themselves for the latter as holding out to them better prospects of obtaining College scholarships. The Punjab University College Entrance examination was not held until after the close of the year under review, but, as shewing the results of the year's work, it may fairly be alluded to here. The three schools sent up the same number of candidates to this examination as to that of the Calcutta University, though the number from each school was not the same, and all passed. In addition to these, several boys left the Amritsar school not long before the examination, and going up as private students they also all passed. Three of them were in the 8th class at the time they left the school."

49. Surveying classes were maintained during the year in the Delhi, Lahore, Amritsar, Hoshiárpur and Gujrát schools. They were intended to prepare students for the first examination in Engineering of the Punjab University College. Several of these classes however have now ceased to exist, and there appears to be no possibility of keeping up the others. On this subject the Inspector of the Lahore Circle writes as follows :—

Surveying classes in upper schools.

"The Punjab University College, having established an Engineering class in the Oriental College, no longer gives scholarships tenable by Engineering students in District schools. This combined with the failure of former qualfied students to obtain employment in the Department Public Works has led to the extinction of the Engineering classes in all the three schools."

50. The upper department of the Delhi school contained at the close of the year 77 pupils. The fees amounted to Rs. 1,147. In the Entrance examination of the Calcutta University 8 students were successful; and 22 passed that of the Punjab University College. The work of Mr. Kirkpatrick, the Head Master, and the staff generally, is reported to have been satisfactory. There was a considerable number of changes during the year owing to the absence of Masters on leave. The following remarks regarding the boarding house are from the Inspector's report :—

Umballa circle.

Upper department, Delhi school.

"The boarding house has 16 boarders, and is in the charge of Munshí Bashír-ud-dín, who is also employed as a Persian writer in the school office. His work as superintendent does not appear to me satisfactory. He is supposed to live in the house, but he goes away into the city for his meals, and is absent just at the time when his presence is most necessary, when the boys are at study in the evening. Further, I do not think a sufficiently strict supervision is exercised over the boarders. The Head Master's attention has been called to this."

Boarding house in connection with the Delhi upper school.

51. The Lahore school is reported to be in very good order, and the work of Mr. Staines, the Head Master, is highly commended. He sent up 12 successful candidates to the Entrance examination of the Calcutta University, and 18 to that of the Punjab University College. In the upper department the number of boys has fallen from 82 to 78 from the cause above referred to, but there is a slight improvement in the fees, which amounted to Rs. 1,089, and it is worthy of remark that in the three departments—upper, middle and lower—there has been an increase of 201 boys.

Lahore circle.

Upper department, Lahore school.

52. Regarding the boarding house, the Inspector writes as follows :—

Boarding house in connection with the Lahore District school.

"The boarding house continues to be maintained in an efficient manner and gives comfortable accommodation not only to boys who come from a distance on scholarships, but also to a number (about 20) of boys who have come in at their own expense, and who willingly pay the usual fee of Re. 1 a month. The boarding house is and has always been, self-supporting, every inmate paying a minimum fee of Re. 1 a month. Its income amounts to about Rs. 60 per mensem, which suffices to pay for a superintendent and servants and leaves a small margin for contingent expenses. The boarders, I am happy to say, have enjoyed excellent health throughout the year, and their conduct has been in every respect satisfactory."

53. At Amritsar, as at Lahore, there is a falling off in the number of boys in the upper department, due to the same cause. There were at the close of the year 46 students in the upper school. In

Upper department, Amritsar school.

the other departments the numbers had increased, and there were 1,410 boys under instruction in the Government schools of the city. The fees in the upper school, which have nearly doubled in the space of two years, amounted to Rs. 453. Ten students out of 12 who presented themselves for the Entrance examination of the Calcutta University were successful, and 7 passed the Entrance examination of the Punjab University College. Regarding the work of the Masters, the Inspector writes as follows:—

Inspector's remarks regarding the work of Masters.

"I have great pleasure in again bringing to your notice the excellent services rendered by the Head Master Mr. C. M. C. Carne, who has managed this large institution with very great judgment and success. During Mr. Carne's absence for 5 months, partly on leave and partly on deputation, the school was under the charge of Mr. C. E. Kirkpatrick, the Second Master. I am happy to be able to report that both as Head Master, and as Second Master, Mr. Kirkpatrick performed his duties in a most energetic and painstaking manner. Mr. Rothwell acted for some time for Mr. Kirkpatrick as Second Master, and gave much satisfaction by his work. He is undoubtedly a practical and efficient teacher, and I should be glad to see his services permanently secured to the Department. Mr. Wade, the Third Master, has worked steadily and satisfactorily during the year."

Upper department, Hoshiárpur school.

54. In the Hoshiárpur upper school there has been a decrease in the number of boys, *viz.*, from 40 to 30, and the fees fell from Rs. 472 to 401. In the other departments the numbers have increased considerably. All the boys forming the 9th or highest class passed the Entrance examination of the Punjab University College, and two of them passed that of the Calcutta University. The progress of all the classes is favorably reported of. Regarding the work of the Masters, the Inspector writes as follows:—

Inspector's remarks regarding the work of the Masters.

"A complete change was made in the entire staff of teachers at the beginning of the year under review, and the new men have proved themselves zealous and efficient. Lálá Bhairon Parshád took the Head Mastership of the school from Mr. C. S. Kirkpatrick, and has held it through the year with credit to himself and to the great benefit of the institution. He has been ably assisted by Lálá Munshi Lál, M. A., the 2nd Master, and Lálá Amrit Rái, the Drawing Master, who in addition to his other duties has been teaching History and Geography to the 7th and 8th classes. Maulaví Shah Nawár-ud-dín, the Oriental teacher, has performed his school duties with his usual diligence and has also been an efficient superintendent of the boarding house."

Rawalpindi circle.

Upper department, Gujrát school.

55. The number of boys in the upper department of the Gujrát school was at the close of the year 34, being the same as in the previous year, and the fees amounted to Rs. 357 against Rs. 236 in the previous year. With regard to this school the Inspector reports as follows:—

Inspector's remarks regarding the school and the work of the Masters.

"The Gujrát District school is in a thoroughly sound condition, though there is fault to find in details. Mr. Buchanan, the Head Master, though hard working, conscientious, intelligent and popular, has never been strong in organization, and for reasons given in the last report some of the boys in the upper school are more or less ignorant."

Bábú Ishán Chandra Mukarji, the 2nd Master, is reported to have worked well. Two only out of 8 candidates were successful at the Entrance examination

of the Calcutta University. This result is unsatisfactory, but Mr. Pearson considers that the 8th class is superior to the 9th or highest, and the 7th to the 8th, so that improvement may be expected.

Mooltan circle.

Upper department, Jhang school.

56. The Derá Ghází Khán District school had up to the end of 1876-77 an upper department, but this was transferred, at the beginning of the year under report, to Jhang, as the town of Derá Ghází Khán is incapable of furnishing a sufficient supply of pupils for an upper school; and there are no neighbouring stations from which pupils could be sent in. There is every prospect of success at Jhang as there are, in addition to the Middle school in the city, three Anglo-Vernacular Middle schools in the district, and there is also a Middle school at Derá Isma'íl Khán, which may be expected to supply pupils.

Umballa circle. High Vernacular schools.—

Upper department, Ludhiána school.

57. The upper department of the Ludhiána High Vernacular school contained 62 students at the close of the year. Rs. 449 were realized in fees. The upper department is composed entirely of boys who have passed the Middle school examination in the Vernacular. Twenty students were successful in the Entrance examination of the Punjab University College. Hitherto an Engineering class of students, who have passed the Entrance examination of the Punjab University College, has been maintained. As however success in the Engineering examination of the Punjab University College does not lead to employment, it will be impracticable to maintain this class in future. The students will no doubt attend the Rurkí College, to which the Ludhiána district in former years supplied a considerable number of candidates for admission.

Twenty-six boys passed the Munshí examination of the Punjab University College, 2 of these boys headed the list, the third was a private student, the next five belonged to the Ludhiána school and the remainder also took good places. The Head Master proposes in future to send boys up for the Munshí examination one year after they have completed the Middle school course and for the Munshí Alim examination at the end of a second year.

Upper department, Gurgáon school.

58. The upper department of the High Vernacular school at Gurgáon was established by the late Deputy Commissioner of the district. From the first I expressed an opinion that there could be very little hope of the success of such an institution at this station. As however, the Deputy Commissioner, who has always taken the most active part in the promotion of education in the district, was greatly interested in the experiment, I thought it right that it should be allowed a fair trial. At the close of the year the upper de-

partment was abolished on the recommendation of the Inspector, who offers the following observations on the subject :—

"The high school at Gurgáon has not been prospering during the year. I had hopes that with the liberal allowance of Rs. 100 a month sanctioned for scholarships there would not be much difficulty in increasing the number in the upper department. My expectations not being realized, I have considered it advisable to abolish the upper department and to reduce the school to the middle grade. There were only 8 boys in the 7th and 8th classes, and they were all sent up to the Entrance examination of the Punjab University College, and their names struck off the school rolls immediately afterwards. The school generally in its middle department, as well as in its higher, is not in a satisfactory condition. I found reason to condemn the work of most of the teachers excepting those employed in the lower school."

DISTRICT SCHOOLS.

MIDDLE CLASS.

Statistics of Middle class District schools.

59. There are 25 District schools of the Middle class, including the six Middle departments of the Lahore, Amritsar, Hoshiárpore, Delhi, Gujrát, and Jhang schools. These contained at the close of the year 3,486 pupils, the Middle department of the Ludhiána High Vernacular School contained 135, and the Anglo-Arabic School at Delhi, which is supported from the endowment of the late Nawáb Fazl 'Alí Khán, contained 156 boys. There are branch Middle schools at Rewárí in the Gurgáon district, at Hoshiárpur, at Amritsar, at Batála in the Gurdáspur district, at Lahore and at Gujránwála, containing 693 boys. They appear in the return of aided schools. Altogether there were 4,470 boys attending Middle schools under the direct management of the department. The number in the upper and Middle schools together was 4,811 against 4,248 in the previous year, which shows an increase of 563. The fees collected in Middle schools amounted to Rs. 20,264 against Rs. 17,279 in the previous year and 13,437 in 1875-76.

Result of the Middle school examination.

60. From District schools there were 223 successful candidates for the Middle school examination which was held in April 1878; from Ludhiana 8, and from the Anglo-Arabic school 5, against 121 in all who passed in November 1876. This result is highly satisfactory, and shews a marked improvement over the previous year. It should be observed however that the rule requiring a student to obtain 33 per cent of the maximum number of marks in five subjects was so far modified, that candidates who obtained 40 per cent on the aggregate number of marks, and 33 per cent in four out of the five subjects were considered to have passed, even though they failed to obtain 33 per cent in the fifth subject, provided however that the subject in which the number fell short of 33 per cent was not English. No grace marks,

it may be observed, are allowed under any circumstances whatever. The largest number of failures occurred in History and Geography and in Arithmetic.

Remarks on the examination paper on Geography.

The failures in Geography were mainly due to the fact that the paper which was drawn up Mr. Pearson required more thought and a more intelligent comprehension of the subject than the papers that had been set in former years. The appointment, as funds become available, of special teachers of Arithmetic in every District school will tend to bring about a very great though gradual improvement in the teaching of this subject.

Remarks on the examination papers on English.

In English the improvement has been most remarkable. Amongst 399 candidates there were 27 failures only, and it may be observed that the papers set in English were considerably more difficult than those ordinarily given by the Punjab University College for the Entrance examination. This result is rendered the more satisfactory by the fact that nearly the whole of the boys attending the 6th class of these schools were sent up for the examination. Out of 419 boys 20 only failed to appear, and sickness, and other unavoidable causes must always of course prevent a few boys from presenting themselves. Of all the schools in the Province, Gurdáspur was the most successful, 19 boys having passed out of a class of 20.

Middle department, Delhi District school.

61. The Delhi Middle school contained at the close of the year 243 boys, and the fees amounted to Rs. 1,429. At the end of the previous year there were 236 boys and Rs. 1,196 had been collected; 15 candidates were successful in the Middle school examination. The school has made fair progress during the last two years, but it has not yet regained the position that it used to occupy. It suffered from the lax discipline of some of the masters, and irregular promotion from class to class, and from one department to another. The majority of the boys were insufficiently prepared in the subjects prescribed for study, but rather than retard their progress for a year they were often promoted to a higher class, and thus the evil was prepetuated. Of the 31 students sent up for the Middle school examination, 14 only belonged to the Middle school. The rest had been admitted to the upper school without passing the examination. Of the 14 Middle school students 10 were successful, but there were no less than 12 failures amongst the upper school students.

The following remarks on this subject are from the Inspector's report :—

"Of the 31 candidates who went up for the Middle school examination, 14 only belonged properly to the Middle school, the rest were boys who had been promoted into the

upper department without passing the required examination. Mr. Kirkpatrick very rightly insisted on their going up for it, and the result is that all but 5 have failed. This to me seems to shew clearly what injury a lavish system of promotion without regard to examination is likely to do a school. Not only has it been the custom here to promote into the upper department boys who have never passed the Middle school examination, but I also found in the middle department a large number of boys who had never passed the Lower school examination."

Middle department, Ludhiána High vernacular school.

62. The middle department of the Ludhiána school contained 135 pupils, being an increase of 36, and the fees rose from Rs. 153 to Rs. 365. 23 candidates went up for the Middle school examination, of whom 8 passed, a result by no means creditable to the teachers. English was taught during the year in the 3rd and 4th classes and is now taught in the 5th.

Inspector's report on the Anglo-Arabic school Delhi and the District schools Umballa Circle.

63. The Inspector reports as follows on the Anglo-Arabic School at Delhi and the District schools in the Umballa Circle :—

Anglo-Arabic School, Delhi.

"The Anglo-Arabic school at Delhi has in its middle department 156 boys, and in its lower 144. The corresponding figures for last year were 129 and 137, so that there has been an increase of 34. We cannot encourage any great accession of numbers as the building will not accommodate conveniently more than 300 boys. The expenditure wholly from the endowment and fees is Rs. 7,252, last year it was Rs. 7,292. The fees have increased from Rs. 571 to Rs. 657. The names of 6 boys were sent in for the Middle school examination. One of them was prevented by illness from appearing (he has since died); the remaining 5 all passed, taking very creditable places. The school has been removed from the Lál Kuá quarter to the Chándní Mahal. This house affords fair accommodation for the present numbers, but is not so central for the better class of Muhammadans as the former building.

Rewári District School.

"The attendance at the Rewári school which last year had fallen considerably has, I am glad to say quite recovered itself. It has now risen from 508 to 556. There are 217 boys in the middle department and 339 in the lower. Fees have increased from Rs. 1,402 to Rs. 1,632. This is very satisfactory when we consider that great distress has prevailed for some months in this part of the district.

"Lálá Jamná Dás, formerly Head Master of the Bhiwání school, has been in charge throughout the year, and his management has been on the whole fairly satisfactory. There have been several changes amongst the Assistant Teachers, and all have worked with earnestness.

"The Deputy Commissioner of Gurgáon has had a plan and estimate prepared for the building of two additional rooms in the school house, and I hope work will be commenced very shortly. He has also agreed to my suggestion of increasing the accommodation in the boarding house and building a dwelling house for the Superintendent.

"In the Middle school examination there were 19 candidates, of whom 10 have passed; the result is rather below the average for District schools throughout the Province. Most if not all these boys will join the upper school at Delhi.

Karnál District School.

"The Karnál District school has 334 names on its rolls, compared with 301 at the close of last year. (The middle department contains 108 boys.) The fees have risen from Rs. 641 to Rs. 749.

"Mr. Carbery has been Head Master throughout the year."

Mr. Cooke adds that—the school has shown signs of improvement and that the Masters appear to have worked to the best of their ability. It must be observed, however, that this school is under a Head Master who draws a higher

salary than the Head Master of any other middle school for natives in the province, whilst the school is one of the most backward. The result of the Middle school examination, in which two students only were successful, is not creditable to Mr. Carbery and to his assistants.

"Two new rooms have been added to the school house, but they have I think been badly built and already require repair. The accommodation even now is not sufficient for the classes of the middle and part of the lower department, and before next year I expect to be obliged to hire a building for the lower school.

"The boarding house too is very crowded, and extra rooms are required as well as repairs. The Superintendent, Mír J'afir 'Alí, has managed the institution very successfully.

Bhiwáni District School.

"The Bhiwáni school was reported last year to be the most backward in the circle, but I am glad to say that good progress is now visible. It has in the middle department 82 boys and in the lower 282. Last year the numbers were 66 and 236, so that there has been a total increase of 62. The fees have however fallen from Rs. 578 to Rs. 571, a slight decrease in each department.

"Pandit Behárí Lál, Head Master, took charge of the Bhiwáni school from Lálá Jamná Dás, who was transferred to Rewárí in April 1877.

"The people of this large and once important town have for years been utterly apathetic about education; but they seem now to be slightly aroused to the advantage of sending their children to school. Behárí Lál has certainly gained a better influence amongst them than previous Head Masters had done.

"The school house is in want of repair. The roof in one of the rooms has given way, and for want of funds the repairs have not yet been completed.

"A boarding house has recently been established, and there are now 13 boys resident.

"The arrangements, however, are not very satisfactory, and I hope on my hot weather visit to put the institution on a better footing. At present it is supported by a contribution from the municipality of Rs. 15.

"A boarding house is principally for the benefit of boys coming from primary schools, and a large proportion of these being of the agricultural class help should be given from District Funds. The appointment of a Superintendent is most desirable.

"The Bhiwáni school sent up 9 candidates for the Middle school examination, and 3 passed. History and Geography were their weak subjects.

Rohtak District School.

"The attendance at the Rohtak school has increased during the past year from 302 to 337. There are in the middle department 114 boys and in the lower 223. The fees have risen from Rs. 650 to Rs. 675.

"Pandit Rám Lachhman took charge of the school from Mr. Wade, who was transferred to Amritsar. An extra teacher of Arithmetic has recently been appointed. The work of the English teachers has been satisfactorily done.

"The school house is still in urgent need of repairs, and there is some unaccountable delay in carrying them out.

"The Head Master's house has been converted into a boarding house, and accommodates 24 boarders.

"The Rohtak school has done well in the Middle school examination. 7 candidates were sent up and 5 passed; one of them, Bishambar Dás, taking a high place in the list with an aggregate of 200 marks.

Jagádhrí District School.

"The attendance in the Jagádhrí school has increased by 36, and the increase is in both departments. There are now 138 and 402 boys in the middle and lower schools respectively, while last year the numbers were 125 and 379. The fees have increased from Rs. 994 to Rs. 1,052.

"The late Head Master Hírá Lál was transferred in April 1877 to the District Inspectorship of Gurgáon, and was succeeded by Umá Shankar, Head Master of the Rupar District school, who has been incharge throughout the year. He is very popular in Jagádhrí and has much influence among the people. His management of the school is very successful.

"There have been a few changes in the staff of assistants, but the work generally has been satisfactorily done.

"The school house is under repair, and in the meanwhile the classes are located in a building in the town placed at our disposal by Lálá Devi Chand, a native gentleman of Jagádhrí, who takes great interest in the welfare of the school. We are greatly indebted to him for the accommodation.

"The Jagádhrí school has distinguished itself by taking the first place in the circle in the Middle school examination, having passed all its 6 candidates.

"The school has good friends in the Tahsíldár Sheo Parshád, and Lálá Bansí Lál, members of the Committee, who are always ready to forward its interests.

Rupar District School.

"Though the attendance at the Rupar school rose to 330 by the close of the year, it never recovered its former numbers. Since the end of the year it has been transferred by the orders of Government to Umballa, and arrangements have been made at Rupar for carrying on the school on the grant-in-aid principle, the municipality contributing Rs. 50 a month towards the expenditure.

"Fees for the year amounted to Rs. 651 and the total expenditure to Rs. 4,052.

"Lálá Sheo Lál has been Head Master during the year, and the staff generally, except for want of unanimity amongst some of them, has worked fairly.

"There were six candidates for the the Middle school examination, and 5 passed; one boy, Telú Rám, taking a high place in the list, and making the highest marks in Persian. This is a very satisfactory result.

Simla District School.

"The number on the rolls of the Simla District school is 116, or 7 more than last year. The school has according to your instructions been divided into middle and primary; the former with three classes and the latter with five.* As this clasification is different from that of last year, and also from that of all other schools, the figures concerning attendance given in the annual returns will not allow of a fair comparison.

"The total collection of fees amounted to Rs. 505, or Rs. 148 more than last year.

"The Head Master Lála Bhagwán Singh has been in charge throughout the year, and has worked with energy and judgment.

"The school house is in good order. The boarding house accommodates 12 boys, who receive their food from the Hill Chief's fund. This fund has recently been augmented by a donation of Rs. 500 from the Mahárájá of Patiála, and further contributions are expected from Náhan and other Hill States.

"The Simla school has this year succeeded in passing 3 out of its 7 candidates in the Middle school examination."

Middle Department, Lahore District School.

64. The Lahore school passed 22 candidates in the Middle school examination, the largest number who were successful from any one school during the year under report. The results of the examination however were not altogether satisfactory, as 50 candidates presented themselves for examination. The principal cause of this shortcoming was the neglect and misconduct of the late mathematical teacher, who has been made to resign. It may be observed that out of 50 candidates one only failed in English.

The number of boys on the rolls at the close of the year was 318, or including those in the aided branch of the middle school 466. Fees collected during the year amounted to Rs. 1,651, or with the branch to Rs. 2,403.

* This was done at a time when the immediate issue of orders regarding the new scheme of clasification was expected.

The following remarks are from the Inspector's report:—

Inspector's report on the school.

"Last year I had to report a falling off in the number of boys attending the Lahore school and its branches, which I attributed to what I believe to be temporary causes. I am glad to be able this year to confirm the opinion I then expressed, and to report a satisfactory improvement in all divisions of the school. In the upper school, it is true, the number of boys has fallen from 82 to 78, but this circumstance is due to the causes described in the previous para. In the middle school the number of boys has increased from 383 to 466, and in the lower schools from 499 to 621. The total number of boys under instruction in the school and its branches was thus 1,165, or 201 more than at the end of the previous year. The total amount collected in fees during the year was Rs. 4,898, about Rs. 2 less than in the year before. In the upper school the amount realized was Rs. 1,089, a very slight increase on the former year, but in the middle school there was a decrease from Rs. 2,455 to Rs. 2,402. This diminution is due to the fact that during the first nine months of the year the number of boys in the middle school was less than it had been in the previous year, the increase in numbers having taken place in January when the boys were promoted from the lower schools. The fees of the lower schools amounted to Rs. 1,407, an increase of Rs. 45.

"The results of the Middle school examination were not so satisfactory, only 22 boys passing out of 50. The principal cause of this shortcoming was the failure of the teaching in Arithmetic. At the beginning of the year the 6th class was very well taught in Arithmetic by Mehar Chand, the mathematical master, but after a time a serious falling off was perceptible, which the strenuous efforts of the other teachers failed to remedy in time. Throughout the middle school Arithmetic is the weakest subject, but great efforts will be made this year to improve it. I am glad to see that the lower classes of the middle school, the 4th and 3rd, are better taught than formerly."

Middle Department, Amritsar District School.

65. The Amritsar middle school contained 257 boys, or 453 including the aided branch, which is really a part of the middle school, against 387 at the close of the previous year. The fees amounted to Rs. 1,504, or including the branch school to Rs. 2,368.

The Amritsar school was not very successful in the Middle school examination, only 19 out of 41 candidates having passed. With regard to this school and its teachers Mr. Alexander writes as follows :—

Inspector's report on the school.

"In the middle school generally the work was fairly done but the discipline was somewhat defective. The Head Master of the middle school, Mr. Basten, is a conscientious and hardworking teacher; but he is deficient in the strength of character and self confidence so necessary for the management of so large a school, and would be more in his place as a subordinate teacher of an upper school. Of his assistant masters, Wájid Alí and Kirpá Rám deserve favorable notice, and Mr. Carne especially commends Maulaví Muhammad Yár Khán for the zeal and care with which he performs every part of his duties, both as teacher and Superintendent of the boarding house. The 3rd class is still obliged to be accommodated in a hired building in the town, but the Head Master arranged to have one division of it in the main building, a step that was greatly approved by the wealthier classes of the town, who willingly paid double fees to secure this privilege for their children."

Middle Department, Hoshiarpur District School.

66. The Hoshiárpur School contained at the close of 1876—77, 185 boys. It now contains 254 inclusive of the aided branch recently established. The fees amounted to Rs. 1,155, against Rs. 979 collected in the previous year. The boys did fairly well in the Middle school examination, 18 out of 29 boys having been successful. The condition and progress of all the classes is reported to have been satisfactory.

67. The Inspector of the Lahore Circle gives the following description of the schools at Ráhon, Núrpur, Gurdáspur, Batálá, Gujránwála and Ferozepore :—

Inspector's report on other District Schools of the Lahore Circle.

Rahon District School.

" I am happy to be able to report very great improvement in the Ráhon school. The number of boys in the middle school has increased from 124 to 150, and in the lower schools from 123 to 229. The whole number of boys under instruction has thus risen from 247 to 379, which is a very fair number for so small a town as Ráhon. The great increase in the lower department is due to the reorganization of the branch schools, two of which, as I reported last year, had been closed when I was absent on leave. The whole amount collected in fees was Rs. 833, an increase of Rs. 26 on the collections of the previous year. In the middle school the fees rose from Rs. 529 to Rs. 571, but in the lower schools there was a slight falling off, *viz.* from Rs. 278 to Rs. 262. The year before last, the fees amounted to only Rs. 343 in the middle school, so that there has been an increase in two years, of Rs. 228. Considering the circumstances of the town the sum realized as fees is very satisfactory.

" The progress made by the classes has been as satisfactory as the increase in the numbers. Last year, I had to report a miserable failure in the Middle school examination, but this year 11 boys passed out of 13, a percentage beaten only by one school in the Province. Shaikh Sandhí continued in charge of the school throughout the year, and has performed his duties with great zeal and energy. I have every reason to be satisfied with the work of all the masters of the middle school. The Head Master has taken special pains in superintending the work of the lower school teachers, and the result has been very great improvement in all the branch schools, though one or two of the teachers may have to be removed. The boarding house is excellently managed by Maulaví Bahádar Alí, and contained at the end of the year 35 inmates, more than half of whom lived at their own charges.

Núrpur District School.

" The Núrpur District school does not shew any improvement in the way of increased attendance and fees, though in other respects its progress has been good. In the middle school the number of boys at the end of the year was 69, just one more than at the end of the previous year, but the lower schools shew a decrease in numbers from 242 to 210. In the middle school the fees fell from Rs. 142 to Rs. 137, and in the lower schools from Rs. 101 to Rs. 96. The reason of the falling off of the school is not far to seek. The town has for years been in a decaying state, and the population, much diminished as it is, is generally miserably poor. In the year just passed the difficulties of the people were aggravated by the scarcity which prevailed over all the low hills, and it was impossible to expect parents to send their children to school and pay fees when they were hard pressed to find food to keep them alive. I have often expressed my opinion that since the destruction of its shawl trade, Núrpur is not a suitable site for a District school.

" Notwithstanding the unfavorable circumstances in which the school was placed, it has made good progress during the year. This is shewn by the results of the Middle school examination, at which 3 boys presented themselves and all passed. Up to nearly the end of the year the 6th class contained 10 boys, all of whom were well prepared for the Middle school examination. Six of these, however, constrained by their narrow circumstances, left the school in search of employment, and of the remaining four one was prevented by illness from joining the examination. The other three classes of the middle school have much improved during the year.

Gurdáspur District School.

" The number of boys in the Gurdáspur school does not show much variation. In the middle school there were at the end of the year 151 boys, or two more than at the close of the previous year ; and in the lower school the number increased from 76 to 92. In the middle school the fees increased from Rs. 762 to Rs. 813, but in the lower schools they fell from Rs. 188 to Rs. 175. The number of pupils at the end of the year was smaller than it would otherwise have been owing to the unusual circumstances of the year, the large number of boys who usually joined it in January from the primary schools in various parts of the district not having joined this year until April. The prevalent scarcity and the high prices of necessary articles of food, obliged some boys to leave school and prevented others from joining.

" This school, and its teachers, continued to merit the high encomium I passed on them last year. The boys of the 6th class acquitted themselves excellently at the Middle school

examination, 19 passed out of 20. This result, which was not equalled by any other school in the Province, is but an indication of the thorough manner in which the work is carried on in every part of the school.

"The Head Master, Lálá Amolak Rám, devotes all his time and energy to promoting the interests and advancement of his pupils, and he has the happy talent of attaching his subordinates to him, and drawing out their best qualities, while stimulating them by his own example. With two or three exceptions the whole of the staff of subordinate teachers has been changed during the year, but the new-comers have worked with all the zeal of their predecessors, and perhaps with somewhat more skill; when all have done so well it is difficult to select any for special notice, but I may mention Rodá Mal, the Second Master, Sohan Lál and Shám Das, assistant masters, and Gul Muhammad, mathematical master, as deserving of special commendation. The lower school has continued to be excellently taught by Maulaví Chirág Alí Sháh.

"By the liberality of the Deputy Commissioner, Colonel Miller, and the District Committee, the boarding house has been extended and improved, so that it will now give excellent accommodation to about 100 boys. At the end of the year there were 80 inmates, and more were daily expected; of these 80 boys, 56 received small stipends not exceeding Rs. 3, and 24 lived entirely at their own expense. The Head Master himself keeps a watchful care over the boarding house, and is constantly among the boys out of school hours, amusing and instructing them. In this he is well seconded by Shám Dás, one of the assistant masters.

Batála District School.

"The number of boys in the Batála middle school has increased from 179 to 201, but in the lower schools it has decreased from 508 to 391. In my report last year I stated that I did not expect that it would be possible to maintain the large number of boys attending the branch schools, but I attribute the probable reduction to a different cause from what actually affected them. In the previous year there was a Hindí class attached to each of the 4 branch schools, each such class having its own Pándhá, who brought with him all the boys of his former indigenous school. I found that this arrangement did not work satisfactorily, as the Pándhás could only be induced to teach precisely what they had been in the habit of teaching in their own schools, and thus no educational advantage was secured by giving them regular salaries. I therefore thought it better to break up all these classes, and instead of them to establish a separate Hindí branch school, in which the prescribed scheme of studies for such schools should be strictly taught under a qualified head teacher. This course has led to a great reduction in the number of boys but to greater educational efficiency. The decrease in the number of boys has not led to any diminution in the income from fees, Rs. 836 having been realized in the middle school, and Rs. 703 in the lower schools, against Rs. 697 and Rs. 702 collected in 1876-77. The increase of fees in this school has been remarkable, the amount realized having more than doubled in the last two years.

"The progress made by the school has quite justified the anticipations I expressed last year. The Head Master, Rám Saran, has succeeded in putting down all the discords that formerly prevailed, and the year's working has been smooth and steady. In the previous year only one boy out of 9 passed the Middle school examination, this year 7 passed out of 14. The staff of teachers has been considerably strengthened, partly by the appointment of a teacher of mathematics and partly by the removal of the 3rd class to the aided establishment, which enabled me to appoint two additional teachers. With the increased teaching power all the classes have made excellent progress, and the tone and discipline of the school have very much improved. The branch schools have also been doing very well, and passed a larger number of boys at the lower school examination than the branches of any other school in this circle except Lahore and Amritsar.

Gujránwála District School.

"The Gujránwála District school continues to advance in numbers and general prosperity, while the large Mission school beside it is equally flourishing; upwards of 900 boys are under instruction in the two schools, a large number in proportion to the population of the town.

"In the middle school the number of boys increased during the year from 166 to 201, and in the lower schools from 237 to 252. In the middle school also the fees increased from Rs. 688 to Rs. 843, but in the lower schools there was a slight falling off, *viz.* from Rs. 348 to Rs. 325.

"The general progress of the school has been very satisfactory, though the staff of teachers was weakened for some months by the transfer of the very able Oriental teacher Maulaví Murád Alí to Núrpur, and the delay that occurred before his successor joined.

"The large proportion of boys who passed the Middle school examination proves the careful teaching which the highest class enjoyed, and detailed examinations of the other classes have satisfied me that good work has been done by all the teachers. Bábú Nil Mádhab Mittrá has had charge of the school throughout the year, and has shewn much zeal and discretion in the manner in which he has discharged his duties. He has carefully looked after the branch schools, which have very much improved during the year as shewn by the large number of boys they passed at the Lower school examination.

Ferozepore District School.

"There having been no return of the fever epidemic during the past year, the Ferozepore District school has quite recovered its former prosperous condition. The number of boys in the middle school has increased from 95 to 170, and in the lower schools from 289 to 323, making a total of 493 boys against 384 in the previous year. In like manner the fees have increased from Rs. 675 to Rs. 937 in the middle school, and from Rs. 471 to Rs. 578 in the lower schools. Through the kindness of Mr. Cordery, then officiating Commissioner of Lahore, a good sized piece of land close to the school house has been purchased and laid out as a play-ground for the boys.

"I am very well satisfied with the work of this school during the year. With the exception of the 5th class, which was weak in Arithmetic and English, all the classes have made good progress, and with the exception of one man who has been removed, all the Masters have worked diligently and well. Lálá A'tmá Rám, B. A., was absent during 4 months of the year; but during the other eight months he managed the school with his usual care and good judgment. He and his assistants deserve great credit for the labor with which they have brought the school out of the unhappy condition in which it was last year. The lower schools have shared the prosperity of the middle school; they passed a very much larger number of boys at the last Lower school examination than at the previous one, and they have now no fewer than 120 preparing for the examination next January."

Middle Department, Gujrát District School.

68. The numbers on the rolls in the middle department of the Gujrát school had risen from 178 in 1876-77 to 189 at the close of the year under report, and the fees from Rs. 773 to Rs. 969. 35 candidates presented themselves for the Middle school examination, of whom 15 were successful. The school is in fair order, but promotions from class to class had been sometimes made too easily.

Results of the Middle school examination in the District Schools of the Rá-walpindí circle, and the Inspector's report on those schools.

69. The Jhelum school sent up 6 successful candidates for the Middle school examination. The Bhera school 8, the Kohát school 1, and the Abbotabád school 4. There were no failures in English.

The following extract regarding these schools is from the report of the Inspector Ráwalpindi Circle :

Jhelum District School.

"Last year's report upon Jhelum District school was very unfavourable. There had been 5 different Head Masters in charge during the year, of whom three were incapacitated by ill-health. Of course the effects of partial disorganization cannot be completely removed, but the present state of the school is far more satisfactory than it was.

"The Head Master Shámá Charn Ghós is in many respects an excellent teacher and manager but his control is somewhát weak. In January I was somewhat alarmed by the condition of the sixth class, consisting chiefly of overgrown boys, who were very backward in English and appeared to me to be too self-willed to make much progress. My warning that all were likely to fail in the Middle school examination seems to have had some effect, as I found the class in much better order at my next visit in April. It appeared to me however that although Shámá Charn Ghós had by an effort made himself master of his boys; his assistant teachers were still too independent: Jamná Dás, the Second Master, entirely neglected his duty so long as he remained, and should not I think be allowed to return. His sub-

stitute Bodh Ráj is inexperienced but has given satisfaction. The other assistant English teacher Gulám Muhammad has long suffered from ill health and his pupils are consequently ill-prepared.

"The reduction of fees to one anna for boys of the first class, together with a subscription for paying the fees of poor boys, has resulted in an addition of about 50 boys to the lower school. An official building has been made over to the school for a boarding house and answers the purpose well. A large portion of the boys have to sit in the school verandah, which in hot or rainy weather affords insufficient shelter. It is to be hoped that before long a detached building will be erected for the lower school.

Bhera District School.

"A year ago Bhera District school was suffering from the mismanagement of a Head Master who has been dismissed for absence without leave. His successor Jamíyat Rái has fully answered my expectations, and is now a successful and popular Head Master. The number in the middle school rose during the year from 111 to 149, and the amount of fees paid into the treasury from Rs. 477 to Rs. 568. In the lower school there was a corresponding increase though not in the same proportion. But the most satisfactory circumstance is the good order and the good tone which now prevail. The town of Bhera has from time immemorial been a great nursery of the official class; but the value of a school which would otherwise have been appreciated, has often been sacrificed to jealousies and quarrels. The present Head Master, as well as one of his predecessors, Shánna Charn Ghós now at Jhelum, has been able to make himself thoroughly acceptable to the people. The Persian teacher, Ahmad Yár Khán, has worked efficiently. Basant Rám, the 2nd Master, suffered for some time after his appointment from ill health, and Mugal Khán, usually an industrious and conscientious teacher, seems to have allowed his attention to be distracted by the prospect of promotion to civil employ in the district. The most noteworthy excellence of this school as compared with others in the circle is the large number of boys who passed the Lower school examination.

Kohát District School.

"In the year 1876-77, the Kohát district school was remarkably successful in the Middle school examination; but the lower classes were by no means equally well taught. At the present time owing to an increase in the staff of teachers the general condition of the school is decidedly improved, although the sixth class preparing for the Middle school examination held in April was at the time of my inspection a month previously, not a very promising one. In the middle school of 65 boys on the rolls, 26 were Musalmáns, of whom 11 were Patháns from the neighbourhood and the rest of other castes.

"In the lower school, not including the Mahájaní class, out of 79 boys 50 were Musalmáns, of whom 37 spoke Pashtu. It appears, then, that although the proportion of Musalmáns and of Patháns is good in the lower part of the school, few of them stay to complete their education. Indeed the sixth and fifth classes together contain only 22 boys, so that comparatively few boys whether Hindú or Musalmán remain after passing through the course of a primary school.

"There has however been no falling off, and the tendency is in the opposite direction; although for some years there has been no great change in the character of the attendance excepting an increasing proportion of Patháns.

"Kohát District school has always been much indebted to the care of the Civil officers. The prizes were distributed by Captain Plowden, the Deputy Commissioner at the time of my visit, when Nawáb Khwájá Muhammad Khán, K. C. S. I., of Teri, and Muzaffar Khán of Hangu, were present. Captain Plowden was formerly a good friend to the school, and is now endeavouring to arrange for the construction of a new school house, which is much wanted.

Abbottabad District School.

"Abbottabád is a cantonment, and the head-quarters of a district, but there is no city to supply such students as usually attend a District school. It is satisfactory however to find that the school though small is improved. The sixth and third classes taught by the Head Master did well, but the work of his Assistant Gulám Muhi-ud Dín was not so good. The young Khán of Agror and his brother attend the school, but at the time of my visit they were absent on leave. The Head Master considered that they might be allowed to pass the Lower school examination, and it may be hoped that they will remain long enough to obtain an education which will be of value to them hereafter. By desire of the Deputy Commissioner some of the teachers hold an evening adult school for a dozen men of the Amlah, who are preparing for the Middle school examination. Their knowledge of Persian Grammar and Literature, of Arithmetic, Geography, &c., was so limited that I should doubt whether any but the younger men could ever acquire enough to pass."

Middle Class District Schools in the Mooltan Circle, their statistics and the result of the Middle school examination.

70. There are in the Mooltan Circle three District schools of the middle class, including the Middle department of the Jhang school, to which an upper department was added during the year under report, that attached to the Derá Gházi Khán school having been abolished. The number of pupils on the rolls was 457 against 420 at the close of the previous year. The fees amounted to Rs. 1,658. This shows an increase of more than 50 per cent. over 1876-77, and is considerably more than double the amount realized in 1875-76. These schools sent up 24 successful candidates to the Middle school examination, 11 from Mooltan, 8 from Jhang, and 5 from Derá Gházi Khán.

Inspector's report on the Middle Departments of District Schools in the Mooltan Circle.

The following remarks are from the Inspector's report :—

Mooltan District School.

"In the Mooltan school the staff of teachers in the Middle department is a very good one, and the work shewn at my different inspections of the school during the year, was on the whole fair. The results of the last Middle school examination show the state of the 6th class to be good, but many of the boys who have now passed failed on a former occasion. The other classes give promise of being even better when their turn comes for this examination. The school building is in a good state, but it is becoming too small for the middle and lower school boys, and arrangements are accordingly being made for turning the lower school boys into a separate house. The lower department has sent up a larger number of boys and passed a larger number also, than, I believe, it ever did before. There are also an Arabic and a Sanskrit class attached to the school, and their teachers get Rs. 15 per mensem. Of this amount Rs. 10 is contributed by the Punjab University and Rs. 20 per mensem from the Mooltan Municipal funds. Of the Middle school students 77 learn Sanskrit and 20 learn Arabic, and of the scholars not connected with the District school 6 are learning Sanskrit and 11 Arabic. A certificated Pandit was obtained from Lahore in November last, and appointed teacher of the Sanskrit class, in place of the former man who was dismissed. The course of studies carried on in each of these languages is that prescribed for Middle schools.

Derá Gházi Khán District School.

"The teaching staff of the Derá Gházi Khán District school in both the Middle and lower departments is good as far as it goes, but an additional Vernacular teacher has been required for the Middle department, and sanction for the appointment of one was given a short time ago. The state of the school was found satisfactory at the different inspections during the year, except in Arithmetic, in which subject the higher classes were deficient. There has not been, I am obliged to say, that cordiality or good fellowship amongst the teachers here which is so essential to the continuous prosperity of a school. The Head Master was obliged towards the end of the year to disclose the fact of a feeling of insubordination towards him on the part of some of the teachers, who have taken this line of conduct to shew their dissatisfaction at their past treatment and future prospects, so that a change in the staff has consequently been deemed necessary. The school building has been in good order during the year, but here, as at Mooltan, the lower school is about to be transferred to a separate building to give more accommodation to the Middle department in the main building.

Middle Department, Jhang District School.

"In the Jhang school there has been a slight decrease in the numbers, and though the results of the Middle school examination are better than last year the progress of the school does not appear to have been altogether satisfactory. All the classes are backward in Arithmetic, and several are reported to be very weak in English. The building is in good order, but the accommodation insufficient."

MIDDLE SCHOOLS UNDER DISTRICT OFFICERS.

Statistics of Government Anglo-Vernacular and Vernacular Schools of the middle class under the management of Deputy Commissioners.

71. There were at the close of the year 149 Government schools, Anglo-Vernacular and Vernacular of the middle class, under the management of Deputy Commissioners, or 5 more than at the close of the previous year. The number of boys was 20,437 against 18,345 at the close of the previous year, and the average attendance 16,801 against 14,880.

In these figures are included all the boys attending the schools, as the system of shewing the statistics of the lower department separately, as is done in the case of District Schools, has not yet been introduced. Of the 20,437 boys, 12,536 are in the lower schools, and 7,901 in the four upper classes which form the middle school proper. The number of boys in these four classes at the close of the previous year was 6,141.

There are also under the management of District Officers 2 Anglo-Vernacular schools and 1 Vernacular school, containing 424 boys, maintained wholly on the grant-in-aid system.

Results of the Middle School examination.

72. From the Government schools under the management of Deputy Commissioners there were 858 candidates for the Middle school examination; of these 43 passed the Anglo-Vernacular and 269 the Vernacular examination, against 21 who passed the former and 157 the latter in the previous year. From the aided schools only 1 candidate was successful.

Middle Schools under the management of District Officers in the Umballa Circle.

73. In the Umballa Circle there were 51 Government Middle schools under the management of District Officers, of which 6 were Anglo-Vernacular. Under the same management there were 2 Anglo-Vernacular aided schools. In the Government schools the number of pupils was 6,688, compared with 6,048 in the previous year. The average attendance was 5,491, and the fees amounted to Rs. 4,071 against 4,871 and Rs. 3,111 respectively. These schools sent up 289 candidates for the Middle school examination, of whom 97 were successful, 87 passing the Vernacular and 10 the Anglo-Vernacular examination. The aided schools sent up 5 candidates, all of whom failed.

The Ludhiána district sent up a larger number of candidates to the Vernacular Middle school examination than any other district in the Province, and the number who passed was greater than in any other district except Jullundur. The district contains no less than 11 Vernacular Middle schools besides the mid-

dle department of the High School at head quarters, which sent up 8 of the successful candidates. Some of these schools however are not in very good order. They supplied 102 candidates, of whom 25 were successful, which gives an average of rather more than 2 for each school. In Umballa also there are 11 Vernacular Middle schools, and here 17 candidates out of 53 who appeared in the examination were successful. If all the Middle schools in Ludhiána and Umballa could be rendered thoroughly efficient these two districts would take a decided lead in Vernacular education. In the collection of fees in Middle schools, Ludhiána stands far ahead of every other district. They amounted to Rs. 1,511. In the neighbouring district of Umballa with the same number of schools and nearly as many boys Rs. 584 only were collected.

Middle Schools under the management of District Officers in the Lahore Circle.

74. The Lahore circle contained at the close of the year 57 Government Middle schools under District Officers, of which 12 were Anglo-Vernacular. The number of boys rose from 6,289 to 7,293. The fees amounted to Rs. 3,745 against Rs. 3,113 in the previous year. The number of boys learning English was 650, being an increase of 239 over the previous year. For the Middle school examination there were 368 candidates, of whom 133 were successful, 120 passing the Vernacular and 13 the Anglo-Vernacular examination.

The Middle Vernacular schools of the Jullundur district greatly distinguished themselves in tha Middle school examination. All the boys in the 6th class, 73 in number, went up for the examination, and of these 42 were successful. 2 boys passed the Anglo-Vernacular examination. The fees collected in the Middle schools of this district amounted to Rs. 912 which exceeds those of any other district except Ludhiána.

The following extract is from the Inspector's report regarding the Middle schools in the Lahore circle :—

"The number of candidates from these schools for the Middle school examination, and the proportion of passes, shew considerable improvement on the previous year. Then 211 boys were examined and 50 passed, that is, less than 24 per cent. At the examination this year there were 368 candidates, of whom 133 or a little more than 36 per cent. passed. The Anglo-Vernacular schools sent up 34 boys, of whom 13 were successful. Among the latter the comparatively new school at Sri Gobindpur stands first, having passed all its 3 students, and all of them having obtained upwards of 33 per cent. of the marks in every subject. The Jullundur district was on the whole most successful : it sent up a larger number of boys than any other district, *viz.* 73, and passed 42 of them, some with great credit. The Hoshiárpur district obtained fair results, passing 21 out of 55; and so also did Gurdáspur, which passed 11 out of 18. The worst district was Amritsar, in which only one boy out of 24 was successful.

"The Lower school examination was held with great care in all the schools, and gave fair results, 75 per cent. of the boys passing. Though the same per-centage of the boys

passed in the previous year, the actual number of boys who came up to the examination increased from 879 to 1,074, and the number who passed from 662 to 803.

"Education has made better progress in the Jullundur district than in any other in this circle. The number of Middle schools was increased to 9 by the raising of the Musápur school to the higher grade. With the exception of the Pharála school, which continues to suffer from the persistent hostility of the lambardárs, all the Middle schools have been most flourishing throughout the year. As a proof of the excellent progress they have made during the last three years, I may mention that in 1874-75 the 5th and 6th, that is, the two highest classes, contained only 83 boys, whereas at the time of my inspection in 1877-78 they contained no fewer than 403 boys, or very nearly a third of the whole number of pupils. To the Middle school examination 79 boys were sent up, and 44 passed, a result which is not approached by any district in the province. Núrmahal improved very much during the year, and may now be considered as quite the best in the district. The Kartárpur school house has been completed, and the school has greatly improved in every respect. The Bángá school has also greatly improved, and stands second in the district in the Middle school examination.

"Next to Jullundur in educational progress comes the Hoshiárpur district. The success of the boys who went up to the Middle school examination was not so great as that of the Jullundur boys, but still represented a fair average, 21 having passed out of 55. The greatest success was attained by the Urmar and Garhshankar schools, which passed 6 and 5 boys respectively out of 9 and 8. The Urmar school has made great progress during the year, and is now among the best in the district. The best of all is the school at Hariána, the teaching and discipline of which are excellent throughout. Tánda is a good school and bears a high character, but the discipline is very lax. In the two new schools at Mukerian and Mahalpur the staff of teachers is weak, and good work has not been done. A change of teachers at Dasuhá has led to considerable improvement in the school there. In some of the schools the proportion of boys in the lower classes is far too large, but taking the whole district there has been great improvement in this direction. At the time of my inspection, out of 977 boys in seven out of the eight schools, no fewer than 350 were in the two highest classes, 246 in the 4th and 3rd classes, and only 381 in the two lowest classes.

"The primary schools of this district contribute largely to the upper classes of the Vernacular Middle schools. At the time of my inspection there were no fewer than 254 boys in the Middle schools who after passing the primary school examination had come in to continue their studies, and of these 63 received scholarships."

Middle Schools under the management of District Officers in the Ráwalpindí Circle.

75. The Ráwalpindí Circle contained at the close of the year 16 Government Middle schools under District Officers, of which 2 were Anglo-Vernacular. The number of boys on the rolls was 2,854, with an average attendance of 2,382. The fees amounted to Rs. 744. For the Middle school examination there were 122 candidates, 71 of whom passed, 61 the Vernacular and 10 the Anglo-Vernacular examination.

It will be observed that in the Ráwalpindí Circle a much larger proportion of the candidates for the Middle school examination have passed than in any of the other circles. The Jhelum district was particularly successful, having passed 19 candidates out of 24. It contains two Middle schools only, and one of these, the Chakwal school, sent up 16 candidates of whom 14 passed, thus beating every other Vernacular school in the Punjab. The highest marks in the Province were obtained by Bishan Dás of Kalar in the Ráwalpindí district. The Middle schools of the district are well attended by boys who come in from other schools after passing the primary school examination. At Gujar Khán there are now about 50 such students, none of whom are in receipt of scholarships.

Middle Schools under the management of District Officers in the Mooltan circle.

76. In the Mooltan circle there were 25 schools, containing 3,602 boys, with an average attendance of 2,985. At the close of the previous year there were 3,465 names on the rolls, and the average attendance was 2,870. The fees amounted to Rs. 1,025 against Rs. 706 in the previous year. There were 22 candidates for the Middle school examination in Anglo-Vernacular, 10 of whom were successful; and 9 out of 57 passed in the Vernacular.

will be observed that the Mooltan Circle contains more Middle schools with a larger number of pupils than the Ráwalpindí Circle, but though some improvement is visible the number of boys who are successful in the Middle school examination is still very small. It is satisfactory to find that the unaided Anglo-Vernacular school at Derá Isma'il Khán sent up 4 successful candidates to the Middle school examination.

PRIMARY SCHOOLS AND LOWER CLASS SCHOOLS.

Government schools of the lower class.

77. There were at the close of the year 1,222 Government schools of the lower class. These are all primary schools under the management of Deputy Commissioners, with the exception of the lower departments of the Ferozepore and Abbottábád District Schools, of the Ludhiána High Vernacular School, and of the Anglo-Arabic school at Delhi. The lower departments of other Government schools are supported on the grant-in-aid system.

Statistics of Government Primary Schools.

78. There has been a reduction in the number of Primary Schools from 1,247 to 1,215. This reduction in the number of Primary schools is due to a sudden retrenchment which was effected in the Amritsar district at the beginning of the year, when the District Committee in consequence of a temporary diminution of their income resolved to close 35 schools. The Inspector protested against this wholesale reduction of establishment for a temporary financial pressure, as wrong in principle and inconvenient in practice. Eventually it was agreed that 25 schools should be reduced. Since their finances have improved the Committee have re-opened a number of the schools which were closed.

The number of boys attending Primary schools was 57,829, and the fees collected amounted to Rs. 9,767. There were 5,758 successful candidates for the Lower school examination and 1,809 for the Primary school examination, against 4,995 for the former and 1,602 for the latter in the previous year.

Comparing the statistics of Government Middle and Primary schools under District Officers taken together, we find that the number of schools has fallen from 1,391 to 1,364, whilst the number of boys whose names are borne on the rolls has risen from 76,317 to 78,266, and the fees from Rs. 17,208 to Rs. 19,353. 6,063 students have passed the Lower school examination against 4,995 in the previous year, and 1,927 the Primary school examination against 1,602. The number of boys attending the two higher classes of Primary schools after passing the Lower school examination has risen from 11,993 to 12,515, and the total number who have passed this examination and are reading in Government Primary and Middle schools under Deputy Commissioners from 18,134 to 20,416.

Government Primary Schools, Umballa Circle.

79. The Umballa Circle contained 304 Primary schools, with 13,468 boys, last year there were 301 schools with 13,199 pupils. There is a decrease in the number of schools in Gurgáon, Karnál and Rohtak, but the attendance has increased in all the districts except Rohtak and Sirsá. The fees amounted to Rs. 2,937 against 2,784 in the previous year, and there were 1,197 successful candidates for the Lower school and 1,809 for the Primary school examination, against 802 for the former and 1,602 for the latter in the previous year. The lower classes are reported to be on the whole better taught, but they are still left too much to monitors in some districts. The Primary schools of this circle appear to be far behind those of the Lahore Circle in point of efficiency. The Primary schools in the Ludhiána district are more advanced than those in any other part of the Circle. The Delhi schools shew great signs of improvement; and now hold the next place to Ludhiána and Umballa. It has been noticed above that the fees collected in Middle Vernacular schools of Ludhiána greatly exceed those of any other districts. The same remark applies to Primary schools, where the fees amounted to Rs. 1,337. In the Umballa district, with a much larger number of boys, Rs. 392 only were collected.

Government Primary Schools, Lahore Circle.

80. In the Lahore Circle, for reasons already stated, the number of schools has fallen from 578, containing 25,360 pupils, and an average attendance of 20,660, to 542 containing 24,616 pupils and an average attendance of 20,222. Fees amounted to Rs. 5,245 against Rs. 5,129 in the previous year. In the Lower school examination 2,570 boys were successful, and in the Primary school examination 935 boys, against 2,384 in the former and 784 in the latter during the preceding year. The Primary schools in the Jullundur district are the best in the Province, and the second place is now held by Hoshiár-

pur. Those of the former district are noticed by the Inspector in the following terms:—

"The Primary schools in the Jullundur district, like the Middle schools, are, on the whole, the best in this Circle. Many of them are extremely good, and there are only some 3 or 4 which can be condemned as bad. This district is remarkable for the number of boys who, after passing the Primary school examination join the Middle schools, with a view of prosecuting their studies to a higher point. At the time of my late inspection, I ascertained the number of such boys and found that there were then no fewer than 280, of whom 166 received no assistance, and 114 received small stipends, enough to be an encouragement and assistance, but not sufficient to cover all their expenses."

During 1876-77 the progress of the Primary schools in the Hoshiárpur district was retarded by sickness, but they have quite recovered from its effects and held the second place in the whole Province in the annual examinations. They send a large number of boys to the upper classes of the Middle Vernacular schools of the district, nearly 200 such boys attending at their own expense besides scholarship holders.

With regard to the Primary schools in the Amritsar district, the Inspector writes as follows:—

"As I have already reported, 25 out of 69 schools were closed at the beginning of the year. In making the reductions care was taken to close those schools which had made but little progress, or which were situated in close proximity to other schools, and in this way the amount of educational loss to the district was reduced to a minimum. The general progress of the schools is shewn by the fact that though the number of schools, and consequently the number of pupils was so largely reduced, the number of boys who came up to the prescribed examination and passed was in no way diminished. I am not, however, satisfied with the progress that has been made in this district, the people of which I regard as the most apathetic in educational matters of any in this circle except perhaps those of the Lahore district."

Great improvement has been effected in the Primary schools in the Gurdáspur district, particularly in the Shakargarh tahsíl. These schools are described by the Inspector thus:—.

"Very great improvement has been effected in the teaching and general condition of the Primary schools in this district. This is most striking in the Shakargarh tahsíl, a large number of schools in which came out extremely well in the examination. One of them, Sukho Chak, is especially mentioned by the Assistant Inspector, who expressed his regret that it was proposed to close it for want of funds, Sukho Chak being one of those small municipalities on which the threatened withdrawal of the grant from the General Local Fund presses very heavily."

There has been great improvement amongst the Primary schools in the Siálkot district also. There has been a slight decrease in the number of pupils in consequence of the closing of 5 of the schools.

The Primary schools in the Lahore district are reported to be in a poor condition, due to the want of supervision, in consequence of the frequent absence of the District Inspector, who has been officiating as Munsif during the year.

In the Gujránwála district the Primary schools have not made satisfactory progress, which is ascribed by the Inspector to the small pay drawn by the majority of the teachers. The people of the district evince a great desire for education.

The Primary schools in the Ferozepore district are reported to be fairly efficient and carefully supervised by the District Inspector.

Government Primary Schools, Ráwalpindí Circle.

81. In the Ráwalpindí Circle there were 205 Primary schools, containing 12,275 pupils with an average attendance of 10,122 boys. The fees amounted to Rs. 1,349. This shows the number of schools to be the same as in the previous year, whilst there has been a falling off of 153 in the number on the rolls, but the average attendance has increased from 9,842 to 10,122. Fees amounted to Rs. 1,349 against Rs. 1,511 in the previous year; 360 passed the Primary school examination and 1,210 the Lower school examination. In 1876-77, 343 boys passed the former examination and 1,156 the latter.

In the Ráwalpindí district there were 49 Primary schools, regarding which Mr. Pearson writes as follows:—

"The statistics exhibit a considerable increase for this district, excepting only as regards the Lower school examination, in which there is some falling off. The average number of boys in each school and the proportion of boys to teachers have for some years been so high that there has been little room for expansion in the lower classes, and the increasing importance now given to an education, which will pay, may have led to some neglect in the lower school. Making allowance for the paucity and inferior attainments of the teachers, progress has been very satisfactory, and it is worth noting that the agricultural classes attend school in good proportion and to good purpose. It must not, however, be inferred that the zamíndárs value education except as a means of getting some other employment than the cultivation of the land. Excluding those in easy circumstances who sometimes desire education for its own sake, the acceptance of education by the agricultural part of the population depends, I believe, mainly upon the choice or necessity which induce them to offer their services as patwárís, constables, messengers or in any capacity in which schooling may be turned to account."

As regards Primary schools in the Jhelam district attended by agriculturists the Inspector remarks, that the evidences of progress have been somewhat disappointing. The zamíndárs do not take to education so readily as in Ráwalpindí or even in Gujrát. But the falling off which is evident in some places may be partly accounted for by the absorbing interest of the settlement which is now in progress.

In the Gujrát district the Primary schools, 36 in number, have on the whole made satisfactory progress.

In the Sháhpur district there are 29 Primary schools; the number on the rolls and in attendance had remained stationary, which is ascribed by the Inspector to a want of desire for education on the part of the zamíndárs.

In the Peshâwar district there are 30 Primary schools with 14 branches and 10 aided Elementary schools. On this subject the Inspector reports as follows:—

"There is a small increase in the numbers owing to the experimental opening of branch and aided schools, but the number which passed the Lower school examination fell from 145 to 88, and in the Primary standard from 31 to 5. The falling off seems to be due to political excitement, the failure of the summer rains, and the destruction of the most important school houses at Mardân, Charsadda and Akora by excessive rain in the cold weather."

On the Primary schools in the Hazára district, which have made satisfactory progress, the Inspector remarks as follows:—

"Vernacular schools in Hazára are 23, including the Middle school at Harípur, which has latterly shewn a decided tendency to improve. Progress continues to be satisfactory both as regards numbers and attendance and the results of examinations. During the last two years the condition of the schools has continually improved, and they do not fall far short of the standard of more advanced districts."

Government Primary Schools, Mooltan Circle.

82. The Mooltan Circle contained at the close of the year 164 Primary schools, with 7,470 pupils and an average attendance of 5,651. The fees realized amounted to Rs. 235. In the previous year the number of schools was 163, containing 6,985 boys with an average attendance of 5,746. 781 boys were successful in the Lower school examination, and 222 in the Primary standard. In 1876-77, 653 boys passed the former examination and 140 the latter. The schools generally appear to be improving from year to year, and it is not a little remarkable that in proportion to the number of pupils attending Primary schools the number who have passed both the Primary and the Lower school examinations is greater in the Mooltan than in the Umballa Circle. The Muzaffargarh district holds the first place, though it is reported that here as elsewhere there is a great want of trained teachers.

Some of the members of the Municipal and District Committees of Muzaffargarh are said to shew great interest in the schools.

In the Derá Isma'íl Khán district, 52 boys passed the Primary school examination. Although this number is small as compared with some of the more advanced districts of the Punjab, it is very satisfactory in a frontier district; and in the Umballa Circle, Ludhiána and Umballa alone passed a larger number. The examination, however, was not conducted by the Inspector in person and may perhaps have been less stringent than elsewhere. The Commissioner and other Civil Officers consider the educational prospects of this district encouraging.

GOVERNMENT FEMALE SCHOOLS.

Statistics of the Government Female Schools.

83. There were at the close of the year, 122 Government Female schools, containing 3,147 girls with an average attendance of 2,498. In the previous year, the number of schools was 134, with 3,269 pupils and an average attendance of 2,540. Of these schools 26 are in the Umballa Circle, 82 in the Lahore Circle, 1 in the Ráwalpindí Circle, and 13 in the Mooltán Circle.

Notice of Government Female Schools, Umballa Circle.

84. In the Umbálla Circle the number of schools has fallen from 30 to 26, and the number of pupils from 597 to 523. Of these 2 are in the Delhi, 4 in the Gurgáon, 2 in the Rohtak, 4 in the Sirsá, 2 in the Umballa and 12 in the Ludhiána district. The Inspector reports that "there are some schools in which there is progress, such are Nizám-ud-Dín in the Delhi district, Farukhnagar and Sohna in Gurgáon, and Tingahari and Tihara in Ludhiána. But in most little or nothing has been done."

Notice of Government Female Schools, Lahore Circle.

85. The Lahore Circle contained at the close of the year 82 Government Female schools, with 2,244 pupils, against 86 schools with 2,224 girls at the end of 1876-77. Of these schools 47 are in the Jullundur district, 2 in the Kángra, 4 in the Amritsar, 3 in the Gurdáspur, 18 in the Siálkot, 6 in the Lahore and 2 in the Ferozepore district.

The Inspector reports as follows regarding the Female schools in the Lahore Circle :—

"The number of female schools has again been slightly reduced, *viz.*, from 86 to 82, but the number of girls attending them has increased from 2,224 to 2,244 and the average daily attendance has increased from 1,731 to 1,741. Nearly all these schools were inspected this year by Mr. Harvey, Lálá Ságar Chand and myself ; and I am sorry to say that we did not find any sign of improvement. The success of any school must of course depend on the qualifications of the teacher, and, with very few exceptions, the teachers of the girls' schools know little or nothing of their work. How to improve the teachers appears to me to be the problem we have now to solve. The people will not accept as a teacher of their girls any but their own nominee, and their choice always falls on some old Mulla or Pandit whose knowledge of school management, and of the subjects to be taught, is generally next to nothing. The only way that I can see of improving the existing schools is to secure for them careful and constant inspection. The annual visits of the Inspector or Assistant Inspector are not sufficient, and in districts where girls' schools are numerous the District Inspector has too much to do to be able to devote sufficient time to them. In the Siálkot district, where perhaps the schools are the best, there is a man specially appointed to superintend the girls' schools, but unfortunately he was selected by the District Committee more for family reasons than for his fitness for the post, and I cannot anticipate any improvement under his management. Both in this district and in Jullundur a man should be specially selected for his knowledge of school management and work, and it should be his duty to inspect the schools constantly, to stay some days in each, to shew the teacher how to perform his duties, and to teach him those subjects of the school course of which he is ignorant. It is only in this way I think that progress can be secured."

86. In the Ráwalpindí Circle there was only one Government Female school, which was established in the Gujrát district in 1876-77. All the other Female schools in the circle are supported entirely on the grant-in-aid system.

Notice of Government Female School, Ráwalpindí Circle.

87. The Government schools in the Mooltan Circle are in the Jhang and Montgomery districts, 10 in the former, and 3 in the latter.

Notice of Government Female Schools, Mooltan Circle.

Some real progress appears to have been made during the last two years in the Female schools situated in Jhang and the neighbouring town of Maghiyáná, which were placed by Major Harcourt, the late Deputy Commissioner, under the care of Mrs. Lennox, Head Mistress of a European school which was established at the head quarters of the district. Mrs. Lennox, however, has now left the station, and there seems to be considerable danger of their lapsing into their former state of inefficiency. It does not appear that any real work has been done in the other Female schools of the Circle.

JAIL SCHOOLS.

88. The Jail schools are 29 in number, and contained at the close of the year 2,201 men, a decrease of 919 since the previous year. The decrease is due to the fact that under the orders of Government only prisoners of 25 years of age or under are required to attend Jail schools.

Statistics of Jail Schools.

89. The Jail schools in the Umballa Circle are 8 in number, and contained at the close of the year 489 men, or 100 less than last year. The Inspector reports on these schools in the following terms :—

Jail Schools Umbálla Circle.

"The number in the future will probably be further reduced as the limit of age beyond which no prisoner is to be admitted to school is now fixed at 25 years; formerly it was 40. The Delhi, Ludhiána and Sirsá schools are in a satisfactory condition. In the Hissár Jail most of the prisoners were new admissions, and had made very little progress. At Rohtak the pupils had fallen to 16 and most of these knew little or nothing. At Karnál there seemed to be some progress, but as the teacher tried to conceal from me what the men knew on admission to school I am not able to say whether the progress is real. The Umballa Jail school is not improving, and I think a change of teachers is desirable. The Rúpar Jail gets the pick of the young and strong and healthy men from all the other jails, and I find that although these prisoners receive instruction somewhat irregularly and for an hour only whenever they can get it, still some of them have made good progress as far as reading and writing and ciphering go. I have not yet been able to overcome the difficulty to which I have referred in former reports, *viz.*, that of being enabled to judge how much of a prisoner's attainments are due to the instruction he has received in the Jail school. Every teacher to gain credit for himself pretends that his pupils knew nothing when they were admitted. I have tried to lay down rules for the District Inspecting Officer according to which he would note the attainments of

each new admission, but, except in two or three Jails, my instructions have not been faithfully carried out."

Jail Schools, Lahore Circle.

90. In the Lahore Circle there were 11 Jail schools, containing 628 pupils. The following remarks are from the Inspector's report :—

"An order issued last year by His Honor the Lieutenant-Governor to the effect that only prisoners of 25 years of age or under were to be required to attend Jail schools, reduced the number of prisoners from 1,471 to 628. In the Jail at Dharmsálá so few men remained to be taught that the school was closed in November. In most of the Jails the school work has been carried on satisfactorily."

"*Jullundur.*—The Jullundur Jail school has on the whole made good progress during the year, and a fair number of prisoners was released after having learned to read and write.

"*Amritsar.*—The teacher of the Amritsar Jail school was dismissed at the beginning of the year. His successor is an able man, and the school is getting on well.

"*Gurdáspur.*—In the so-called Juvenile Reformatory at Gurdáspur the boys have been well taught, much better than in former years, and a good proportion of them can read and write well and do sums in the first four rules of arithmetic. In the Adult school very great improvement has been effected in the teaching, and a fair number of prisoners has learned to read and write tolerably well.

"*Siálkot.*—There are only 21 men under instruction in the Jail at Siálkot, but they have been fairly well taught.

"*Lahore Central Jail.*—The school in this Jail is divided into two parts, one for juvenile prisoners and the other for adults. In the former are about 65 boys, of whom 22 learn English, with a view to their employment in the Press. They have not made much progress in this subject, but have been fairly taught as far as they have gone. All learn Urdu in which they have made good progress. The Adult school has been almost annihilated by the operation of the order above alluded to, the few pupils who remain are mere beginners.

"*Lahore Female Penitentiary.*—Some improvement has taken place in the Female Penitentiary during the year, as some 3 or 4 women have learned to read a little, though only a commencement has been made of writing and arithmetic.

"*Thaggi School of Industry.*—A better teacher has been appointed here and the progress has consequently been more satisfactory. Some of the boys can read and write well, and do sums in the four rules.

"*District Jail, Lahore.*—There are very few men under instruction in this school and very little has been taught. A few of them can read a little, but arithmetic and writing have only just been commenced.

"*Gujránwála Jail.*—This school has been doing fairly during the year.

"*Ferozepore Jail.*—When I examined this school in November last, I found that very fair work was being done, but about 5 months afterwards Lálá Ságar Chand visited it again and found that it had much deteriorated."

Jail Schools, Ráwalpindí Circle.

91. There were 5 Jail schools in the Ráwalpindí Circle, containing 543 men. They are described by the Inspector as follows :—

"There were Jail schools at the head-quarters of each district in the circle excepting Hazára and Kohát. The teacher at Jhelum however was discharged upon my report that nothing was being done, and the school has since remained closed. The schools at Gujrát and Sháhpur were also at the time of my visit in the lowest state of efficiency. Of late years the practice of transferring able-bodied prisoners to Rúpar has interfered much with such little progress as was made before, and the recently published order to restrict education to prisoners under 25 years of age has of course diminished the numbers in attendance. Two schools, however, those at Ráwalpindí and Pesháwar, afford evidence of work in earnest. At Ráwalpindí at the time of my visit 46 grown up prisoners and 5 boys who were being taught by the teacher himself were making some progress.

"Instruction carried on in the wards by monitors under the superintendence of the teacher had no results. At Peshawar, owing to the careful attention of Dr. Courtney, a limited number of prisoners have learned to read. With a nominal attendance of 64, about 40 can read more or less Urdú or Pashtú. Pashtu-speaking men newly admitted now learn Pashtú, but some of the older prisoners have been taught to translate. About 6 men, of whom 2 had studied before, could write a sentence from dictation and others had learned to form the letters.

"In a Jail school it is necessary to have a man of some personal influence as teacher, and the salaries are better than the average of salaries earned by teachers of village schools. But the teachers, if they are worth anything, complain that when long employed in a jail they lose their capacity and therefore their hope of promotion.

"I mention this as one among many reasons which suggest that a school should not invariably be maintained in a Jail, but only when the circumstances make it worth while to incur the expense."

Jail Schools, Mooltán Circle.

92. In the Mooltán Circle there were 5 Jail schools, containing 541 pupils, of these, 280 were in Mooltán, 36 in Jhang, 61 in Montgomery, 112 in Derá Isma'íl Khán and 52 in Dera Ghází Khán. The Jail school at Derá Ghází Khán is reported to be the best in the Circle, except that at Mooltán which is much larger. In arithmetic the prisoners at Derá Ghází Khán are more advanced than those at Mooltán; the other schools are reported to be making fair progress.

SECTION V.

AIDED INSTITUTIONS.

Statistics of Aided Schools.

93. The following prescribed statement shews the statistics of Aided schools:—

Description of institutions.	Number of institutions.	Number on rolls at close of 1877-78.	Average No. on rolls monthly during 1877-78.	Average daily attendance.	Grants given by Government.	Expenditure from all sources other than grants given by Government.
Higher class, ...	9	2,390	2,194	1,808	31,089	57,333
Middle do., ...	36	5,239	5,849	3,917	47,905	59,126
Lower do., ...	177	11,490	11,638	10,116	26,718	49,897
Female schools, ...	236	7,345	7,125	5,507	27,605	65,073
Normal schools, ...	6	253	258	225	16,043	10,133

The number of Aided institutions has fallen from 470 to 464, but the number of scholars has risen from 24,900 to 26,697. The number of Middle class schools has increased by one, whilst the Lower class schools have decreased by 12. The number of Female schools has risen from 230 to 236. The Normal schools have been reduced by one. The decrease in the number of Aided schools of the

Lower class is due principally to the reduction in the number of schools for low caste boys maintained in the city of Delhi by the Baptist Missionary Society.

Expenditure on Aided Schools.

94. The grants-in-aid of current expenditure in schools of all kinds amounted to Rs. 1,49,360 against Rs. 1,50,435. The sum of Rs. 4,574, was paid as grants from the District funds, and Rs. 2,37,286 were expended from other sources; so that the total expenditure in these schools amounted to Rs. 3,91,220. A grant-in-aid of Rs. 21,000 paid to the Punjab University College, and a grant of Rs. 559 paid to the Hill school nomination endowment fund, raised the total expenditure from Provincial Services to Rs. 1,70,920 against Rs. 1,71,995 in the previous year.

AIDED SCHOOLS FOR EUROPEANS.

Schools for children of European descent.

95. There are eleven Aided schools maintained specially for children of European descent, besides the European Training school at Delhi, which will be noticed under the head of Aided Normal schools. The eleven schools comprise the Lawrence Asylum at Murree for the children of soldiers, the Roman Catholic Orphanage at Simla where most of the girls are of the same class, three other schools at Simla, four at Lahore, one at Delhi, and one at Gujránwála. These schools contained at the close of the year 720 pupils against 688 at the end of 1876-77.

Notice of European Schools, Umballa Circle.

96. The condition of the schools for Europeans and Eurasians in the Umballa Circle, of which four are in Simla and one in Delhi, is thus described by the Inspector:—

Bishop Cotton School.

"The Bishop Cotton school at Simla had 117 pupils at the end of the year; when I inspected it in the beginning of September there were 120 on the rolls. The school has been fairly successful in the examinations at which its boys have appeared during the past year. There were 10 candidates for the Entrance Examination of the Calcutta University and 8 passed. 7 boys went up for admission to Rurki, and 2 of them were successful; 15 boys were sent up for the Lower standard in Hindustaní, and all but one passed. The last result is to me a remarkable one, for no Munshí is employed in the school, the whole of the Urdú instruction being given by Mr. Slater, the Head Master, himself.

"The Government grant for the year amounted to Rs. 5,400 and the annual cost to Government for each pupil to Rs. 46.

Auckland House Girls' School.

"The Auckland House School for Girls, also at Simla, has 36 pupils. The average number monthly on the rolls during the year was 47, so that the attendance has fallen considerably. The total expenditure on the school was Rs. 10,745, of which Rs. 3,600 were paid from Provincial Services. I examined the school in September last and was fairly well satisfied with the results. The girls of the upper class can read and write English well; but are very backward in composition and grammar; in arithmetic some of them can work sums in decimals and vulgar fractions, and had a very satisfactory knowledge of English and Indian History and General Geography. The lower classes too have been well cared for.

"The Roman Catholic Female Orphanage at Simla has 157 pupils, or 5 more than at the close of last year. Since the new Chapel has been completed, and the boarding school removed to a separate building, the Orphanage house is spacious enough to accommodate twice the number of children it has at present. There has not however been much increase during the last five years. The results of my examinations held in September last are satisfactory, with the one exception that arithmetic is throughout the classes badly taught.

Roman Catholic Female Orphanage, Simla.

"The general arrangements of teaching &c., are the same as last year. The Sisters do the principal work of tuition, and are assisted by the Monitresses and by two girls of the boarding school, who give their services as a part return for their education in their own school. There is a want of good discipline in the classes. The total expenditure for the past year amounted to Rs. 10,200, and the cost to Government for each pupil per annum amounted to Rs. 24.

"The Mayo Industrial School has 31 pupils. When I inspected the school, in September last, there were 34 (29 girls and 5 boys); since then some of the boys who were getting too old to remain were sent away, hence the decrease in the number. The school appeared to me to be in a very satisfactory condition; the education given is elementary, and nothing advanced is attempted, still what has been taught is thorough.

Mayo Industrial School, Simla.

"The girls devote a great deal of their time to household duties, and, considering this, their progress in school is very creditable to the teachers.

"The total expenditure for the year amounts to Rs. 2,262. The cost to Government for each pupil is Rs. 33 per annum.

"The S. P. G. European School has 37 pupils, about one-fourth boys; the girls are generally older than the boys and more advanced. The highest class is composed entirely of girls; they can read and write well, and wrote a piece of dictation without a mistake, but they have difficulty in expressing themselves in English. The progress of these children, however, is very creditable to the teachers when it is considered that many of them could speak nothing but Hindustáni when they came to school. Fees have been collected to the amount of Rs. 77-12-0 during the year, and this gives a monthly rate of 3 annas for each pupil. The Government grant is Rs. 30 per mensem, and the cost to Government for each pupil about Rs. 9 a year. The total expenditure on the school is Rs. 1,121-5-0."

European Girls' School, Delhi.

97. The following extract from the report of the Inspector contains an account of the schools in the Lahore circle, of which four are at Lahore and one at Gujránwála:—

Notice of European Schools in the Lahore circle.

"The Lahore High School has made good progress under the Revd. Ansell Jones. The number of boys has increased from 42 to 52, but this increase seems to have taken place at the end of the year, for the average number of names in the books for the whole year was only 37. There has been a slight decrease in the expenditure in the school from Provincial Services, and the amount collected in fees has also fallen off by Rs. 272. Considerable improvement has been effected in teaching, especially in arithmetic and mathematics. I was particularly pleased with the improvement in the lower classes.

High School, Lahore.

"The Anárkalí Girls' School had at the end of the year 22 pupils, one more than at the end of the previous year, but the average number for the whole year was only 18, and the average attendance only 13. Only Rs. 781 were collected in fees against Rs. 1,188 realized in the previous year. The school, I fear has fallen off in popularity, though still excellently managed by Mrs. Oliver. English reading, arithmetic and geography are very well taught, but all the children were more or less backward in writing.

Anárkalí Girls' School.

"The opening of a school for the children of Railway employés at Mussoorie has taken away many of the children who would otherwise have attended the Naulakhá and Donald Town School. The number of children has fallen from 39 to 25, and the average attendance for the year was only 18. Notwithstanding this, I am glad to see that the fee collection has risen from Rs. 345 to Rs. 390. As I reported last year, the education given in this school is purely elementary, though good as far as it goes.

Naulakhá and Donald Town Girls' School.

"The number of boys in the St. James' Orphanage has increased from 34 to 44, and the number of girls has diminished from 34 to 33 during the year. The teaching of the girls is still much better than that of the boys, with whom the same faults are observable as were noticed last year. This school is performing a most useful work, and it is a great pity that its efficiency should be impaired by the want of a proper building. The same old house is still occupied, and is if possible even more dilapidated than it was last year.

St. James' Orphanage.

"*Girls' School, Gujránwála.* The little school at Gujránwála gives a fair elementary education to the children of the poorer clerks and Christian residents in the station."

Girls' School, Gujránwála.

98. The only Aided school in the Ráwalpindí Circle at the end of the year was the Lawrence Memorial Asylum at Murree. It contained 86 boys and 65 girls, or altogether 151 children against 139 in the previous year.

Notice of schools for Europeans in the Ráwalpindí Circle.

The Inspector writes of the school in the following terms :—

"The annual examination of the Lawrence Memorial Asylum was held as usual at the end of September. The number of children is always about 150, the boys being rather in excess of the girls. In 1875 and again in 1877 I examined the children by the English National School standards, though in the former years the boys only were examined in this way. It appeared that in 1877 the boys were somewhat better prepared than in 1875, and that they had made equal progress at an earlier age. The girls, who spend a good deal of time in sewing and household work, are less advanced. All the boys and the two first classes of girls learn Urdú. The report last year was unfavorable regarding this subject. There had been some improvement, but the results were still barely satisfactory. Owing to the previous neglect, and perhaps to the comparatively low intellectual capacity of soldiers' children, the standard of education is not high. It is apparently, however, not below that of English Elementary schools, excepting perhaps in arithmetic.

Lawrence Memorial Asylum, Murree.

"The staff includes some good teachers, and thanks to the excellent management and discipline of the Revd. G. Peake, the Principal, the general appearance of the place is highly satisfactory. The Committee are also indebted to Mrs. Peake and her sister, who though not officials, have devoted much time and trouble to the girls.

"A Roman Catholic Female Orphanage was established in 1876-77 at Murree. A grant-in-aid of Rs. 200 per mensem has been sanctioned for this school from the 1st April 1878."

Roman Catholic Female Orphanage, Murree.

99. There were two European schools in the Mooltán Circle, one at Mooltán, the other at Jhang, but they received no grant-in-aid from Government.

Notice of European Girls' Schools, Mooltan Circle.

The Mooltán school was maintained by means of a grant of Rs. 240 from the Municipality, subscriptions, amounting to Rs. 730, and school fees. Application has been made for a grant-in-aid. The school was visited by the Inspector: he found 11 boys and 8 girls, who seemed to be making satisfactory progress. The school at Jhang was getting on very well, but it seems to have lacked support when Major Harcourt, the late Deputy Commissioner, left the station. The Mistress sought and obtained employment elsewhere, and the school was closed on the grounds that funds were no longer available for its maintenance.

AIDED SCHOOLS OF THE HIGHER CLASS FOR NATIVES.

Statistics of Aided schools of the higher class.

100. There were at the close of 1877-78 eight Aided schools of the higher class for Natives, maintained by various Missions, besides the school at Gujránwála, which will in future appear in the return of High schools. They contained 2,273 pupils, and the average attendance was 1,692. There has been an increase of 204 in the number on the rolls and of 223 in the average attendance. The fees realized amounted to Rs. 6,923 against Rs. 5,663 in the previous year. These schools, as I have pointed out in previous reports, contain boys in every stage of advancement, and it is therefore impossible to compare their statistics with those of Government schools of the higher class, which contain exclusively boys who have completed the Middle school course. This will be rectified on the settlement of the forms of educational returns by the Government of India.

University Examination results.

From Mission schools, including the Gujránwála school, which though not yet returned as a higher class school sent up one successful candidate, 26 candidates presented themselves for the Calcutta University Entrance Examination; of these 13 were successful. There were 36 candidates for the Entrance examination of the Punjab University College, and 32 of these passed.

Results of examinations, Aided Schools.

101. The following table shews the results of the Entrance, Middle and Lower school examinations of these schools:—

	Number of candidates who passed the			
	Entrance Examination, Calcutta University.	Entrance Examination, Punjab University College.	Middle School Examination.	Lower School Examination.
1. Delhi	...	8	6	20
2. Ludhiána	3	...	4	11
3. Jullundur	1	1	7	16
4. Amritsar	3	3	6	11
5. Lahore	1	9	10	38
6. Ráwalpindí	...	...	7	40
7. Siálkot	2	5	1	18
8. Pesháwar	2	1	5	...
9. Gujránwála	1	5	7	33
Total	13	32	53	187

It should be observed that in the above return boys who have passed the Lower school examination from the branches of Mission schools are included. There has been a considerable improvement in the results of the Middle school examination, 53 having passed the examination held in April 1878 as compared with 27 in the examination held in 1876.

Notice of aided schools of the Higher class in the Umballa Circle.

102. Regarding the Delhi and Ludhiána schools the Inspector of the Umballa Circle writes as follows:—

Delhi Mission School.

"The S. P. G. Mission school at Delhi has, including the Upper, Middle and Lower departments, a total of 832 pupils, a decrease of 20 since last year. The condition of the Upper and Middle departments is not on the whole satisfactory, and the results of the annual examinations not very successful. There were six candidates who appeared at the Entrance Examination of the Calcutta University, but they all failed, and 8 boys have lately appeared at the Punjab University College Entrance examination, all of whom passed. In the Middle school examination, 21 boys were sent in, but only six passed; these results are very much below the average.

"I do not think this school can expect success so long as the system hitherto adopted of promoting boys in spite of their failure in examination, is allowed to continue. Of the boys who went in to the Middle school examination no less than 15 came from the Upper department. The English of the Upper classes is their good subject, Persian and arithmetic their bad subjects. The same remark will apply to the classes of the Middle department. After the remarks I made last year on the teaching of Arithmetic I was certainly surprised to find the same teachers employed, and naturally little sign of improvement.

"There are 8 branch schools located in various parts of the city, which form the Lower department, 34 boys from these schools were examined by the Lower school standard, and 20 passed. It is to be noted that instead of two years, as in Government schools, boys in this Mission school take 3 years in reaching this standard. This is of course owing to English being taught in the Lower department. Most of the Missionaries I think see the error of this system, but still it continues. The present Head Master, Kailash Chandra Basu, joined his appointment in July last, and has already effected improvement. He agrees with me as to the lavish promotions and the injury they do the school, and I trust he will set his face steadily against them.

"The school receives a grant of Rs. 415 a month, so that the cost to Government of each pupil annually is just under Rs. 6, last year it was nearly Rs. 8. The total expenditure amounted to Rs. 13,615, or about Rs. 240 less than during 1876-77. Fees have increased from Rs. 2,210 to Rs. 2,651.

Ludhiána Mission school.

"The Ludhiána Mission school has a roll of 417 boys, shewing an increase of 54 since last report. In the Entrance Examination of the Calcutta University the school has done well. All its 3 candidates passed, one of them taking a very high place in the list.

"The results of the Middle school examination have not been successful; 19 boys were sent up, of whom 7 belonged to the Upper department, out of the whole only 4 passed. There were a large number of failures in history, geography, Persian and arithemtic. According to my oral examination of the remaining classes I have to note a great deficiency in arithmetic throughout the school, and I think a change of teachers for this subject is very desirable. Persian grammar too in the Upper classes is not sufficiently attended to, and the same may be said of Urdú grammar in the Lower. There were 29 candidates for the Lower school examination and only 11 passed. This is an inferior result. The Government money expended on this school during 1877-78 is Rs. 3,300. The cost to Government of educating each boy is therefore over Rs. 9 per annum.

"The total expenditure on the school is Rs. 8,156, very much the same as last year, and the fees have risen from Rs. 1,014 to Rs. 1,070."

Notice of aided schools of the higher class in the Lahore Circle.

103. The following remarks are from the report of the Inspector of the Lahore Circle on the Aided schools of the higher class :—

Jullundur Mission School.

"The American Presbyterian Mission School in Jullundur has prospered during the year.

"The number of boys attending it has increased from 222 to 250, and there has also been a slight increase in the fees, which amounted to Rs. 690. These are the figures for the main school in the city, which includes all the classes of the upper, middle and lower schools. There are besides two branches in the suburbs which contain 202 boys, who are supposed to join the main school after they have made some progress in the Vernacular and English. There is also a Middle school belonging to the same Mission in cantonments, which serves as a feeder to the upper classes of the main school. I was disappointed with the teaching of arithmetic, which I found to have much deteriorated. Otherwise the school has made excellent progress, especially in English.

Amritsar Mission Schools.

"The Church Mission Schools at Amritsar, contain 219 boys in the main school and 434 in the four branches. This is an increase of 5 in the main school and a decrease of nearly 100 in the branches. The upper school contained only 14 boys and the middle school 137. The fees collected during the year amounted altogether to Rs. 1,139, a little less than was realized in the previous year. In the branch schools the merest elements alone are taught, and the boys go to the main school to prepare for the lower school examination. I was well satisfied with the condition and progress of the upper classes, but as is so often the case in Mission schools, I found that the lower classes had been very indifferently taught.

Siálkot Mission School.

"The Scotch Mission School at Siálkot contained 305 boys at the end of the year, an increase of 20 since the close of the year before. Of these boys 14 belonged to the upper school, and 100 to the middle, leaving 191 in the lower school. The income from fees was precisely the same as in the previous year, *viz.* 282. The teaching in this school is generally good, and as regards the lower classes is better than in most schools of this class.

Lahore Mission School.

"The American Presbyterian Mission School at Lahore continues to increase in size. In the main school the number of boys has risen from 372 to 445, and the fees from Rs. 1,194 to Rs. 1,476. The number of branch schools has been raised from 22 to 24, and the number of boys has increased from 905 to 1,192, and the fees from Rs. 1,037 to Rs. 1,189. There are thus no fewer than 1,607 boys receiving education at Lahore at the hands of the Mission. The good work done in the school is well known and does not need to be described here. It is curious, however, that so large an institution should send up so few boys to the public examinations as compared with smaller Government schools. For example, the lower department of the main school together with all the branch schools could only send 40 boys to the lower school examination, while the middle school furnished only 13 candidates for the middle school examination, and the upper school only 9 for the University examination."

104. The following remarks are from Mr. Pearson's report :—

Notice of aided schools of the higher class in the Ráwalpindí Circle.

"*American Mission School at Ráwalpindí.*—During the past year there were no candidates for University matriculation; and, apart from those who recently passed the Middle school examination, the upper school contained only 7 students. But in both the upper and middle schools the classes are generally well prepared, excepting in arithmetic, which has not been well taught nor sufficiently practised. Since my last inspection the numbers of the main school have increased, and the results of examination gave me the impression that there has been considerable improvement in the quality of the work.

Peshâwar Mission School.

"Two students of the Peshâwar Mission School passed the last Calcutta matriculation examination, but the numbers in the upper school are as scanty as in the Ráwalpindí school. The attendance in the lower classes is large, and the work has generally been well prepared. The style of arithmetic is good, but the classes are less advanced in this subject comparatively than in Government schools. For this reason I am unable to fill up the statement of boys who passed the lower and primary school examinations."

AIDED SCHOOLS OF THE MIDDLE CLASS FOR NATIVES.

105. There are 34 Aided schools of the Middle class. Of these 19 are Anglo-Vernacular Mission schools, 6 are branches of District schools, 1 Vernacular and 2 Anglo-Vernacular schools are under Deputy Commissioners, 2 are Regimental schools, 3 are under Cantonment Magistrates, and one, the Anglo-Sanskrit school at Delhi, is under a Native Committee who act in consultation with the Inspector.

Statistics of Aided Schools of the Middle Class.

There were 4 successful candidates for the Middle school examination from Aided schools under Government officers and 70 from the Aided Mission schools.

106. Regarding the Anglo-Sanskrit school and the two Mission schools in the Umballa Circle the Inspector writes as follows :—

Notice of Middle class, Aided schools, Umballa Circle.

"The Anglo-Sanskrit school at Delhi has suffered from the frequent changes that have occurred during the year in the staff of teachers, and the result has been an almost total failure in the Middle school examination. The Head Master, Pandit Rám Lachhman, who was so successful in passing his boys last year, was transferred to another appointment, and his successor, Pandit Bishambhar Náth, B. A., was in charge only for a few months, when his place was taken by the present Head Master Lálá Bholánáth. The number of pupils in the middle department is 86, of whom 56 read Sanskrit and the rest Nágrí as a preparation for Sanskrit. It was a serious mistake committed by the Second Master who was in charge during the Head Master's absence on leave that so many boys were sent up for the Middle school examination. A test examination had been held some weeks previously, and of the 12 boys in the class 6 only were pronounced at all fit to go up. The Second Master however very foolishly sent them all up. The disastrous result was that only one passed. The classes seem now to be making better progress, and I trust next year the results will be more satisfactory and the condition of the school less unsettled than it has been. The expenditure amounting to Rs. 2,596 was met by Rs. 1,298 from Government grant, Rs. 1,043 from subscriptions, Rs. 323 from fees. The increase in the fees is nearly Rs. 100.

Anglo-Sanskrit School at Delhi.

"The two active members of the committee of management are Lálás Ramí Mal and Rám Kishan. They both take the warmest interest in the institution and spare themselves no trouble in looking after its welfare.

"The American Presbyterian Mission has two schools at Umballa, one in the city and the other in cantonments. The city school consists of a main school and 5 branches with an aggregate of 503 boys. This attendance is higher than last year's by 77. There were 9 candidates sent up for the Middle school examination but only two passed. The failures were principally in Persian and arithmetic, and these I found to be the weak subjects throughout the school. The 2nd class of the Lower department has been greatly neglected, 33 boys were examined by the lower standard ; of these 23 failed in reading and grammar, 16 in arithmetic and 14 in dictation. The fees amounted to Rs. 488 and the yearly expenditure to Rs. 1,835.

Umballa Mission Schools.

Middle department Umballa city Mission School.

"The Umballa Cantonment Mission School has 353 pupils, which is an increase of 55 since last year. In the teaching of English there has been some improvement since last year, but Persian and arithmetic are still very badly taught, and a change of teachers in these subjects is urgently needed. There is no 6th class, and so no candidates for the Middle school examination, 28 boys were examined by the lower school standard and 10 passed. Fees amounted to Rs. 393 and the total annual expenditure to Rs. 2,958. The Government grant for the year is Rs. 1,200 and the cost to Government for each pupil a little over Rs. 5."

Umballa, Middle department, Cantonment Mission School.

107. The Inspector reports on the Middle class Aided schools in the Lahore Circle thus :—

Notice of Aided schools of the Middle class, Lahore Circle.

"The Mission school in the Jullundur Cantonment, as I have already said, is subordinate to the larger school in the city, to which those boys who pass the Middle school examination are transferred if they desire to prosecute their studies further. It contained 75 boys at the end of the year and the fees amounted to Rs. 366.

Jullundur Middle class Cantonment Mission School.

"The Church Mission School at Kangrá has not made good progress. The number of boys remains about the same, but the fees have fallen from Rs. 100 to Rs. 89. English reading, writing and arithmetic have not been well taught, and the school has, on the whole, deteriorated. The Head Master was quite unequal to the task of teaching a middle school, but I believe the Manager intends to replace him by a better man. About 40 of the boys belong to the Hindí and Urdú departments, which are quite elementary, as also is the branch school, which contains 38 boys.

Kangrá Mission School.

"During the early part of the year the Church Mission School at Dharmsála continued in the very unsatisfactory condition which I reported last year, but in October the Revd. C. Ruther, the Missionary in charge, obtained the services of a much better qualified Head Master, under whose care the school has very much improved in both the teaching and discipline.

Dharmsála Mission School.

"The Church Mission School at Jandiála was one of those that never appeared to make any progress, and at the end of the year it was given up by the Mission, and in its place a Government Vernacular school has been opened. The number of boys in the Middle department was still less than 20, and the great majority of the boys were mere beginners. The teaching of English in the Middle school was fair, but that of all other subjects was very poor.

Jandiála Mission School.

"The number of boys in the Church Mission School at Majítha has increased from 87 to 128, but the number in the Middle department remains the same as it was last year, *viz.*, only 22, owing to the fact that the more advanced boys have been drafted off to the Amritsar Mission school. It is obvious that if this practice is continued the school can never reach the full growth of a Middle school, and the expenditure might very properly be reduced. The staff of teachers is efficient, and all the classes have been well taught.

Majítha Mission School.

"The Regimental school of the 4th Gúrkhás at Bakloh contained 56 children at the end of the year, in addition to the recruits and sepoys under instruction. The progress has not been very satisfactory, but better work may be expected when the regular Master returns from Umballa, where he is going through a course of instruction in the Military Normal school.

Regimental School 4th Gúrkhás at Bakloh.

"In the Scotch Mission school in the Sialkot cantonment the number of pupils has increased from 80 to 93, and considerable improvement has taken place in the quality of the teaching. 32 of the boys belong to the middle department, which has all the four classes complete. As is always the case in cantonment schools, there is some confusion in the classification, as many of the boys desire to learn English only, and either will not learn the Vernacular at all, or do so in a lower class than that in which they read English.

Siálkot Middle Department, Cantonment Mission School.

"In the Church Mission School at Nárowál there has been a slight increase in the number of boys, but the progress otherwise has been very slow. With the exception of Lethbridge's Easy Selections, which is used in the highest class, the English Readers in use are of too simple a kind, and are not calculated to impart a good knowledge of the English language. While the books were too easy, the amount read during the year was very small, a fault that I have had to find with this school before. The teaching has not been satisfactory on the whole, especially in arithmetic.

Nárowál Mission School.

"I am glad to be able to report much more favorably this year of the Mián Mír Cantonment school. The number of boys has increased from 59 to 94, and the discipline and the quality of the teaching have much improved. There are still numerous defects of detail, but I hope soon to see these removed.

Mián Mír Cantonment School.

"Though Gujránwála is comparatively a small town and possesses a largely attended Government District school, the Mission school contains no fewer than 450 boys, of whom about 20 are in the upper and 131 in the middle department. The teaching has been good, and greater care has been taken of the lower classes than is usual in aided schools.

Gujránwála Mission School.

"The number of boys in the Scotch Mission School at Wazírábád has increased from 244 to 278, the number in the Middle school having increased from 52 to 66. The teaching of the upper classes has very greatly improved in every way, but the lower classes failed lamentably, and evidently shewed they had been grossly neglected or placed in the hands of incompetent teachers.

Wazírábád Mission School.

"The number of boys in the Ferozepore Cantonment school was the same at the end as at the beginning of the year. The teaching of arithmetic has somewhat improved, but that of English and Persian is still very indifferent. The school however is generally more successful in passing boys at the middle school examination than other schools of the class."

Ferozepore Cantonment School.

Notice of the aided schools of the Middle class in the Rawálpindí Circle.

108. With regard to the aided Middle schools, the Inspector of the Ráwalpindí Circle reports as follows :—

"There is an Anglo-Vernacular school of the middle class, in the Cantonment bázár at Pesháwar, which is in good order, although, as is usually the case in schools of this kind, few boys study uninterruptedly. The Vernacular branch school in the city, known as the Chapel school, has been improved by the appointment of a trained teacher. The highest class is equivalent to the 3rd class of the Government scheme. 16 boys recently joined the main school, and the subjects of the course are being regularly studied, though progress has not been so satisfactory as in the other schools of the Pesháwar Mission.

Pesháwar Mission Schools.

"The Gujrát Mission school is an Anglo-Vernacular school of the middle class, which receives a small grant of Rs. 50 per mensem. There are now on the rolls nearly 250 boys, and, although owing to the weakness of the teaching staff, the standard of education is below that of the Government school, there is sufficient evidence of good work, and that the school is popular and useful. There is however some slovenliness of work and manners in the lower school which might be remedied by care and attention.

Gujrát Mission School.

Notice of aided schools of the middle class, Mooltán Circle.

109. The following extract from the report of the Inspector describes the aided Middle schools in the Mooltán circle :—

"I did not inspect the Derá Ismá'il Khán or Bannú Mission schools this year. The following remarks have been furnished to me on the Derá Ismá'il Khán Mission school by the Manager, the Revd. Mr. Thwaites. 'There are two classes in the upper school. A few boys will I hope appear for the next Entrance examination of the Calcutta University. During the year 1877, two branch schools were closed, as the boys made very little progress, but notwithstanding, our numbers are still what they were last year. The opening of the city school has not, so far as numbers go, injured the city school at all.'

Derá Ismá'il Khán Mission School.

"In a report on the Bannú Mission for the year 1877, published by the Revd. J. L. Meyer, the Missionary there, the following remarks were made by him on the Bannú Mission school. 'Our schools have now nearly three times the number of boys they had four years ago. This year a new school was opened in the city, and the main school has been filled up from the old branch school to 100 boys. One difficulty of the Bannú schools still exists, *viz.* :—the old classes constantly leaving. So far out as this, people are but travellers. The Military are removed every three years and few of the shopkeepers stay here long.'

Bannú Mission School.

"The Mission school at Mooltán showed a decided improvement over the previous year in the state of its classes. Instruction in geography was better than it had been formerly, but in arithmetic the classes are generally a little below the Government standard. Instruction is carried on according to the Government course of studies, except that English is still taught in the 2nd class.

Mooltán Mission School.

"The Shujábád school has increased in number, and has been doing fairly in instruction except in arithmetic, in which all the classes were found to be deficient, and here, as in the Mooltán Mission school, English is taught in the 2nd class.

"The Mooltán Sadar Bázár school is an Anglo-Vernacular institution under the management of the Cantonment Magistrate. The state of the classes is fair, but there is only one English teacher to attend to four classes (as a 6th class has been formed from the commencement of the new year), and he cannot do justice to them and at the same time attend to the general supervision of the whole school."

AIDED SCHOOLS OF THE LOWER CLASS.

110. Aided schools of the Lower class comprise, the lower departments of District schools, which are supported by means of a Municipal contribution, fees and a grant-in-aid; branches of Mission schools; the Baptist Mission schools for low caste boys at Delhi, and a few others.

Statistics of aided schools of the Lower class.

The number of boys attending the lower departments of district schools, maintained on the grant-in-aid system, has increased form 6,447 to 6,802, and there are 462 boys in lower departments not receiving a grant.

The total number of boys, therefore, in these lower departments and branches is 7,264. They sent up 994 successful candidates to the lower school examination, against 862 in the previous year.

The branches of Mission schools contained at the close of the year 4,120 pupils, against 3,131 in the previous year. The average attendance was 3,400.

The boys attending lower classes, in buildings occupied by aided schools of the Higher and Middle classes, are included in the returns of those schools.

111. The Baptist Mission schools for low caste boys in Delhi, 26 in number, and the 5 Church Mission schools at Kotgarh, are noticed by the Inspector in the following terms:—

Inspector's report on aided lower schools, Umballa Circle.

"The Kotgarh schools have an attendance of 90 boys, and receive a grant of Rs. 30 a month, so that the annual cost to Government for each boy is Rs. 4. These schools are located in Kotgarh and the villages in the neighbourhood. They give the hill boys a good elementary education. There is no uniform classification throughout the schools, and I think it is very desirable that there should be such classification.

Kotgarh Mission school.

"The Baptist Mission schools are 26 in number, with a total of 732 pupils, and an average daily attendance of 527. These schools are scattered over the city and beyond towards the south in the villages of the Delhi and Gurgáon districts. With the exception of about 40 Christian boys, all the pupils are of low caste. Last year there was a central school in which English was taught and which contained but very few low caste boys, this has been abolished. In some of the schools Persian is taught, but I think this is useless. At my inspection 13 schools were collected, and I found that in these, out of nearly 300 boys, about 60 were reading Urdú and the rest Hindí. A good many can read fairly and write, a little more arithmetic would be useful. The Government grant is Rs. 600, so that the cost to Government for each pupil is about 14 annas per annum."

Baptist Mission school, Delhi.

Inspector's report on aided Lower Schools, Lahore Circle.

112. Of the schools in the Lahore circle, not branches of Middle and Upper schools, the Inspector writes as follows:—

"Of the schools in British Lahaul under the Moravian Mission, I have no information to give.

"The Muhammadan school in Amritsar has not proved very successful, and at the end of the year, the Manager, Mián Muhammad Ján, relinquished the grant-in-aid and determined to maintain the school merely as a religious institution.

"Maulaví 'Abdul 'Alí Qárí's school in the same town will probably come to the same end before long, as those boys who wish to learn subjects of general knowledge prefer to go to the Government or Mission Schools, and will not remain in the Muhammadan institution after they have gone through the ordinary religious course."

INDIGENOUS SCHOOLS.

Statistics of indigenous schools.

113. There were according to the returns 5,381 indigenous schools at the close of the year, containing 61,818 pupils, as compared with 4,803 schools, with 56,642 boys. Of these schools 406 were in the Umballa circle, 1,201 in the Lahore circle, 3,156 in the Ráwalpindí circle and 618 in the Mooltán circle. The general character of these schools is described in the extract given from the report of Mr. Pearson the Inspector of the Ráwalpindí circle which will be found of interest.

Inspector's report on indigenous schools, Umballa Circle.

114. Regarding those in the Umballa circle Mr. Cooke writes as follows:—

"According to the annual returns there are 406 private schools in this circle, giving instruction, such as it is, to 5,816 boys. The annual expenditure is Rs. 5,119, or about 14 annas for each pupil. Seven-tenths of the cost are paid from fees and the rest from private sources. I do not look upon these returns as by any means trustworthy. In the matter of fees, for instance, it is difficult to understand how it happens that when in the Umballa District, with 1,532 boys the fees amount to Rs. 19-13-0 for the year, 500 boys in the Hissár District pay comparatively the enormous sum of Rs. 1,132-8-0. The largest number of pupils are in the Umballa and Ludhiána districts, and in these the fees and the total annual expenditure are the smallest. I shall attempt to discover on what information and in what manner these returns are prepared.

"With regard to instruction, there are 67 boys learning English, most of these are probably the pupils of the Hindú school at Ludhiána, which receives a grant from the Punjab University College; 200 learn Urdú, 411 Nágrí, 2,118 Mahájaní, 2,177 Arabic, 740 Persian and 268 Sanskrit."

Inspector's report on indigenous schools, Rawalpindí Circle.

115. The following extract is from Mr. Pearson's report:—

"The chief difference in the return of indigenous schools is an enormous increase in the number of Arabic students in the district of Gujrát. Formerly these statistics were collected by the Patwáris, but for the last two years the lists have, in this district, been made up by school teachers and Lambardárs under the direction of the District Inspector. The latter returns are more likely to be correct than those of former years, but anyhow they are only useful as an indication of the various forms in which literature is cultivated. The facts have often been explained in these reports, and fluctuations in the numbers are to be accounted for by different modes of compilation rather than by actual changes.

"In every village there is a Mosque, and the little boys at one time or another read by rote some portion of the Qurán. Something more than this is learnt by those who are brought up to the office of parish priest, and there are besides itinerant students who go wherever they can most easily beg their living. The list of students of Gurmúkhí and Sanskrit is made up in the same way. Every banyá learns the system of accounts which is in use, and wherever the trading class is sufficiently numerous to support a school master, the little boys learn the elements of their future business to the extent of getting by heart the multiplication table and writing names, figures, &c.

"The education of the banyá is rarely completed in school. He learns there as much as can be taught mechanically, and the more intellectual part is acquired afterwards in his father's shop.

"It appears to me that a census of educated persons taken once in ten years would be far more instructive than this attempt to count indigenous schools, which in nine cases out of ten are not schools at all in any educational sense. Certainly, if the object is to ascertain the means of education available for the people, it is a mistake to neglect the fact that, apart from the Government schools, probably more learning is acquired privately than at school. In Europe people are too busy to spend their time as teachers without remuneration, but in India a brother or a friend will generally be found to do the work of a tutor. In Europe, however, the girls are not usually sent to school in the families of gentlemen, and it would be fallacious to judge of the education of women in that class by the number maintained on their account. The same objection lies against an educational census in India based upon the statistics of schools."

AIDED FEMALE SCHOOLS FOR NATIVES.

116. There are 229 aided Female Schools for Natives containing 7,022 girls, as compared with 223 schools containing 6,576 girls at the end of the previous year. The average attendance was 5,222 against 4,835. The grants-in-aid to these schools amounted to Rs. 16,430. The total expenditure was Rs. 62,835.

Statistics of aided Female Schools.

The aided schools comprise 82 Mission Schools, 3 sets of Zanána classes, 23 schools under Deputy Commissioners, 44 under Bedi Khem Singh and 77 under Native Committees or Committees consisting principally of natives.

117. There are 12 Mission Schools in the Umballa Circle, of which 11 are in the city of Delhi, and 3 sets of Zanána classes, two in Delhi and one at Karnál. The following extract is from the Inspector's report :—

Aided Female Schools, Umballa Circle.

"There are 17 Aided Schools for Native girls, including the S. P. G. and Baptist Mission Zanána classes, at Delhi and Karnál which are not open to inspection.

"The total number of girls under instruction is 761, but less than half of these come under my inspection. With regard therefore to the teaching of those whom I am not allowed to examine I can say nothing, but I should like to make a remark on the expenditure on these Zanána classes. The S. P. G. Mission has classes at Delhi and Karnál, with a total of 265 pupils, costing Rs. 8,094 per annum or Rs. 31 per each pupil. The Baptist Mission has 134 Zanána pupils, at an annual cost of Rs. 3,370 or Rs. 23 each. I do not understand why there is so much difference between the two, but they both appear to me to be very high.

"Last year the S. P. G. Mission had 4 schools in Delhi, with 90 pupils, now it has 6 schools with 141. Of these schools 3 are Urdú and 3 Hindí. They are supposed to act as feeders to the Female Normal School. The

S. P. G. Mission Female Schools at Delhi.

cost of these schools is very high, nearly Rs. 18 a year for each pupil, but I believe a large portion of the expenditure arises from the stipends: almost all the children instead of paying fees, receive something; I was surprised to find an old woman of over 50 reading in a class of children 9 or 10 years old, and on enquiring the object of a woman of that age being there, I was told that she came for the stipend and could not be got rid of. This is simply a waste of money.

"Of the three Muhammadan schools in which Urdú is taught, the Chelon-ka-kúcha school is the most advanced. Several of the girls can read and write very well, and work sums in simple addition and subtraction. The Mori Gate school is new and there is not much progress yet. The Hindí schools are in fair order, and in both these and the Urdú schools, some of the present pupils will by next year be able to pass the Lower school examination. The Urdú schools have during the year been in the charge of Miss. Boyd, and the Hindí schools of Miss. Orr.

Baptist Mission Schools at Delhi.

"The Baptist Mission has four female schools, one being a boarding school for native christian girls, and the other three day-schools for girls of low caste. In the girls' boarding school there are 32 children under the superintendence of Mrs. Campagnac, assisted by a native christian woman and a munshí. The progress of these girls in Urdú reading, writing and grammar is very good. The more advanced have commenced English, but know very little of it. Mr. Smith thinks that Urdú is more important and useful and therefore much attention is not paid to English.

"The girls are backward in arithmetic which has been badly taught. In the schools for low castes, many of the pupils are grown up women, and those that attended at my inspection could read the Hindí testament very fairly."

Aided Female Schools, Lahore Circle.

118. In the Lahore Circle there were 159 aided Female Schools for natives against 149 in the previous year; the number of girls had increased from 3,888 to 4,477, and the fees from Rs. 910 to Rs. 1,510. The following remarks are from the report of the Inspector :—

Hoshiárpur Female Mission school.

"The American Mission school at Hoshiárpur is one of the best specimens I have seen of a Hindú girls' school, but still it is not quite satisfactory. The early age at which Hindú girls marry and leave school is a great obstruction to the progress of the school, but notwithstanding this, I think that more might have been effected if a more intelligent system of instruction had been adopted.

Kangra Mission Girls' school.

"The Kangrá girls' school belonging to the Church Mission is a fair school of its kind, but is attended only by daughters of the poorer class of cultivators and other low castes, who are attracted to it by small weekly payments. Some of the girls could read very well, and had made some progress in arithmetic and geography, but were backward in writing. The school is an expensive one and might be made more successful if a better qualified teacher were secured for it.

Mission Female Orphanage at Amritsar.

"The Church Mission Orphanage at Amritsar continues to be efficiently managed and taught as formerly, but calls for no special remarks.

Lady Lawrence Girls' schools in Amritsar.

"The number of the Lady Lawrence Girls' schools is put down in the returns as 26, but those actually receiving a grant-in-aid are only 8 in number; the rest being under the management of the ladies of the Indian Female Normal School and Instruction Society, to which no grant was given during the past year. These 8 schools include, 2 Normal classes, one Urdú for Muhammadans and the other Gurmúkhí for Mazahabí women. The schools are carefully superintended by the ladies of the Mission, and have made very fair progress.

Aided Female Primary schools, Amritsar.

"The Primary schools in Amritsar appear to have made very good progress under the able superintendence of Mrs. Rodgers, whose report has been kindly sent to me by the Deputy Commissioner. In almost all the schools the girls are able to read well, and write from dictation (some of them very neatly and correctly). Arithmetic, grammar and geography are also taught, and in the first named subject some of the girls have advanced as far as Vulgar Fractions. I should like much to see some of these schools, but male inspection is not allowed.

"Of the Primary schools in Lahore, and the school belonging to the Indian Female Normal school and Instruction Society, and the American Presbyterian Mission, I am sorry to say that I have no accurate information, but I hear that the two last named sets of schools are making good progress.

Aided Female Primary schools, Lahore.

"The Native Christian girls' school Lahore is a very successful institution and imparts an excellent education to native girls. They learn English, Urdú, arithmetic and geography, and have made good progress in all.

Native Christian girls' school, Lahore.

"The city schools in Gujránwála, supported by the Municipality and a Government grant, are not well reported on. They have never been in a satisfactory state, and if they were closed the interests of education would not much suffer.

Aided female city schools, Gujránwála.

"The Mission schools in Gujránwála on the other hand, have made excellent progress. They are most carefully superintended, and indeed taught, by two ladies belonging to the American Mission, who give all their time to this work. Curiously enough in this case, the Gurmúkhí schools are better than those in which Urdú is taught.

Gujránwála Mission female school.

"The Ferozepore city school is a very poor one, and has made no progress."

Ferozepore aided city female school.

119. In the Ráwalpindí circle there are 48 aided female schools containing 1,709 girls, with an average attendance of 1,270. Of these, 2 are American Presbyterian Mission schools at Ráwalpindí and 2 Church Mission schools at Pesháwar, the remainder are Bedí Khem Singh's schools, of which 26 are in the Ráwalpindí and 18 in the Jhelum districts. The Inspector, Ráwalpindí circle reports on these schools in the following terms:—

Aided female schools, Rawalpindí Circle.

"There are two girls' schools in Ráwalpindí now managed by the missionary's daughter. Most of the girls are very young, but they are neatly dressed, well behaved and well employed.

Ráwalpindí female Mission schools.

"In Pesháwar there are two schools for girls which are said to be going on satisfactorily. These schools are not open to inspection, and at present there are no English ladies in the Mission to look after them.

Pesháwar female Mission school.

"Almost all Bedí Khem Singh's schools have fallen off during the last two years owing to the cessation of a portion of the grant, which had the effect of putting most of the teachers on half pay. In the tabular statement the idea is kept up that local subscriptions equivalent to the Government grant are constantly maintained. The fact is that the schools are religious schools attached to Mosques and Dharmsálás, and the persons who perform the service of these buildings no doubt are paid in one way or another, but there is no special contribution for the education of girls. Whenever the former grant* shall be sanctioned, I have no doubt that the schools will flourish as in past times, but I see no prospect of our being able to organize them to our satisfaction, through Bedí Khem Singh's agents, nor is there much hope that the Bedí will consent to place the schools under Government control."

120. In the Mooltán circle there are 5 aided female schools belonging to the Church Mission. They contained at the close of the year 75 girls, with an average attendance of 66. They seem to be doing good work of an elementary kind.

Aided female schools, Mooltán Circle.

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* Grants have been sanctioned with effect from the 1st April 1877.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL TRAINING.

A.—Government Normal Schools.

Statistics of Government Normal schools.

121. There are three Government Normal schools at Delhi, Lahore and Ráwalpindí. They contained at the close of the year 191 students including 51 boys belonging to the Model school in connection with the Delhi Normal school. 78 students were successful in the Normal school examination held in June 1877, and of these, 15 gained the 2nd grade certificate, 2 the 3rd grade and 61 certificates of the 4th grade. In the previous year 50 students were successful in this examination, 6 of these obtained 2nd grade certificates, and 44 certificates of the 4th grade.

Proposals for re-organization of Normal schools and establishment of Central Training College.

122. Proposals were submitted to Government, which received the approval of the Government of India, for the abolition of the higher classes of the Delhi and Ráwalpindí Normal schools and for the establishment of a Central Training College at Lahore. The arrangement proposed involved the abolition of the head masterships of the Delhi and Ráwalpindí Normal schools, and the nomination of Professor Dick as Principal of the Central Training College. The abolition of the head masterships of the Delhi and Ráwalpindí Normal schools was carried out with effect from the 1st April 1877; but the scheme having been sent for opinion to the Punjab University College, the organization of a Central Training College remained in abeyance. Under these circumstances the system of training pursued in the Lahore Normal school is the same as before; but the schools at Delhi and Ráwalpindí have necessarily deteriorated in the absence of head masters duly qualified to conduct the work of institutions of this class. Government has recently sanctioned the formation of the Central Training College, but its orgainzation has been deferred until Mr. Dick's return in 1879 from one year's furlough. Meanwhile under the sanction of Governmment the Normal schools at Delhi and Ráwalpindí have been re-established upon their old footing.

Notice of the Delhi Normal school.

123. The following is an extract from the report of the Inspector of schools Umballa circle, regarding the Delhi Normal school :—

"The Government Normal school at Delhi has had no new admissions during the past year and has had no head master. It has altogether been in so unsettled a state owing to the uncertainty whether or not it was to be closed immediately, that I am afraid very little work has been done. Mír Nasír-ud-dín, 2nd master, has been in charge and the rest of the staff has

been the same as before; but the feeling that the abolition of the school was contemplated has undoubtedly affected their work.

"There are 35 students under training, 3 in the 3rd year class, 22 in the 2nd year and 10 in the 1st year. All these will appear in the coming examination. Last year 43 students went up for examination and 31 received certificates.

"The Model school has 51 pupils and serves as a practising school, but I do not think it has been very carefully looked after by the officiating head master. In some respects it is anything, but a Model school."

Notice of the Lahore Normal school.

124. Mr. Alexander reports on the Lahore Normal school in the following terms:—

"The Lahore Normal school was in a somewhat unsettled state during the year, owing to the uncertainty regarding the proposal for the establishment of a Central Training College. In anticipation of the introduction of the new system, no new admissions were allowed into the school, and the number of students consequently fell from 128 to 71, while the cost of the institution remained practically the same. The annual examination, which was held in June, only two months after the beginning of the year, was practically a test of the work of the year before. Its results were fair, but not so satisfactory as I could have wished. Six 3rd year men, and 51 2nd year men went up to the examination, and only 15 of the latter, and none of the former obtained the prescribed 50 per cent of the marks in each subject. A considerable number of these students, however, came so very close to the required standard, having failed only by 2 or 3 marks in one subject, that they also were adjudged worthy of obtaining certificates. The following certificates were accordinlgy granted, 3 of the 2nd grade, 2 of the 3rd grade and 29 of the 4th grade, or 34 in all. Lála Srí Rám, M. A., succeeded Lála Thákar Das, B. A. in charge of the school at the beginning of the year, and has worked with the greatest zeal and energy, so that the Normal school is now, in spite of its diminished numbers in a more satisfactory condition than it has been for a long time."

Notice of the Ráwalpindí Normal school.

125. Mr. Pearson's report on the Ráwalpindí Normal school is as follows:—

"The only institution under this section is the Ráwalpindí Normal school. For the purpose of this report it is unfortunate that the annual examination takes place in June, and therefore the results belong to the previous year, but on the other hand I have been constantly attending the Normal school during the last month and am well acquainted with its actual condition.

"In the examination held in June 1877, there were 9 candidates of the 3rd year, of whom five passed in the 1st instance, and 7 were allowed to pass by grace as their numbers were generally very good, though below 50 per cent in one or two subjects. Of the 2nd year class there were 23 candidates of whom 11 passed.

"These results are better than in 1876, and it appeared from the examiners' reports that in other respects the Rawalpindí Normal school was not inferior to those of Lahore and Delhi. The neatness of the examination papers was specially commended.

"Shortly after the commencement of the year under review Mr. Staines, the head master, was transferred, and his post absolished, in accordance with the project for establishing a Central Training institution at Lahore. The 3 classes were, however, retained with some slight diminution of numbers, and the work was carried on as before, excepting that the rudimentary class for frontier teachers ceased to exist owing to their promotion, and will no longer be required.

"In October the excellent teacher in Arabic and Persian, Qází Muhammad Jí, who had belonged to the school for many years, died of fever. It was not thought necessary to supply his place until the constitution of the Central College is determined.

"Among the men who are now in the Normal school about a dozen have passed the Middle school examination in former years, and have since considerably improved their attainments, but on the whole the first year have made better progess than the second year, and the second than the third year. This would seem to show that there is a desire to improve on the part of the students, but that the capacity of the teachers is unequal to the instruction of

their advanced pupils. I have also been much disappointed at the want of intelligence with which some subjects have been taught. The globe has not been used, and till the other day, was not understood. Urdú and Persian grammar has been studied apart from the literature, and the comparison of idioms in the two languages has not been attempted. The excellent lessons on method in Ishárát-ul Ta'lím have been learned, but have not been carried into practice.

"There are some parts of the business of a Normal school which cannot be attempted without a more complete establishment than that which we have here, but almost all that is essential might be accomplished with an efficient head master, who had experience of the system of the best schools, or had been educated in one of the Colleges; and I am glad to learn that an arrangement of this kind is likely to be carried out.

B.—Aided Normal Schools.

126. There is one aided Normal school for men, and there are five female Normal schools, including the European Training school at Delhi. The former contained at the close of the year 23 pupils, and the latter 220, including 3 belonging to the European Training school.

Statistics of aided Normal schools.

The male school belongs to the Christian Vernacular Society Amritsar, which received a Government grant of Rs. 3,000. Mr. Alexander reports on it as follows:—

Amritsar Normal school of the Christian Vernacular Education Society.

"The Christian Vernacular Education Society's school at Amritsar is a most valuable institution, and supplies a large number of trained teachers to Government, as well as Mission schools. It has been working most satisfactorily during the year under the able superintendence of Mr. Rogers, aided by Mr. Keyworth."

Of the four female Normal schools for natives, one is at Delhi, and three are in the Lahore circle. Regarding the female Normal school at Delhi Mr. Cooke writes as follows:—

"The aided female Normal school belongs to the Society for the Propogation of the Gospel Mission at Delhi, and consists of two departments; one for Muhammadan girls, and the other for Hindús. The annual returns give the number of girls under training to be 57*; but this evidently is a mistake, for at the time of my inspection there were only 17 on the Muhammadan side and 13 on the Hindú, or a total of 30. In the Muhammadan school the pupils are young and some of them very promising. In the first class they have read three chapters of the Gulistán, and have some knowledge of Persian grammar. In arithmetic they know the compound rules well, but failed in simple proportion. The girls of the 2nd Class are quite children, but can read and write Urdú well, and know a little arithmetic and geography. The progess of this school does the greatest credit to Miss Boyd, who has had the superintendence of it. With another year's study most of the advanced girls will be qualified for elementary teacherships.

Normal school Delhi for native women.

"In the Hindú school the pupils are generally older and not so well advanced.

"The girls of the upper class can read the *Itihas Timirnásik* very well, and can write Hindí, but though they know how to do compound addition and subtraction, they are not quick at sums. There are in this school 3 or 4 very promising girls, but they all require much more instruction to become competent teachers, and I hope that none of those now in the school will be allowed to take service for another year at least.

* These are the figures given by the Manager in the monthly returns from which the annual statistics are compiled. Enquiry has been made from the Manager as to the cause of the small number of students who were present at the time of the Inspector's visit.

"The expenditure on this school is enormously high. Over Rs. 120 for each pupil per annum. The Government grant is Rs. 150 a month."

European training school at Delhi.

The Inspector writes as follows with regard to the European Training school at Delhi :—

"The European Training school under the management of the S. P. G. Mission at Delhi has three pupils. I have held two written examinations during the past year. At the first in June last there were two candidates, neither of whom satisfied me as to her fitness to be called a trained teacher. At the 2nd examination held in October these two again appeared in Urdú and Hindí, and shewed considerable improvement and passed. There were also three new candidates, the answering of these in most of their subjects was fair, but I was surprised to find that my arithmetic paper, by no means a difficult one was not attempted. The present pupils will be examined in October next.

"The school, which till lately was superintended by Miss Bland, is now in the charge of Mrs. Parsons."

Aided female Normal schools, Lahore circle.

Mr. Alexander writes as follows with regard to the aided female Normal schools in this circle :—

"There are now only 3 female Normal schools in this circle, *viz.*, at Jullundur, Amritsar and Lahore. Of the first named I have no information, but I believe it is doing fairly. The school at Lahore was kindly examined by a lady who made her report direct to you, I am therefore unable to say much about it. Of the Amritsar school, I have through the kindness of the Deputy Commissioner, received a brief report by Mrs. Rodgers, the lady Superintendent. It is divided into three parts for Urdú, Nagrí and Gurmúkhí, and the usual course of study is pursued in each, under the immediate supervision of Mrs. Rodgers.

"The women are admitted only after careful enquiry into their characters, and if they do not make sufficient progress they are dismissed. During the past year 4 students, *viz.*, two Muhammadans and two Hindús having completed the course of study went out as teachers of Primary schools. There is no doubt that this institution is doing useful work."

The female Normal school at Lahore is not at present in a satisfactory state, but the Committee now appear to be really anxious to place it on a thoroughly good footing. The matter is now before Government, and it is more convenient to defer entering into details till the question has been settled.

INDUSTRIAL SCHOOLS.

Mayo school of Industrial Art.

127. The Mayo school of Industrial Art contained at the close of the year 47 pupils, 3 of whom were Christians, 15 Hindús, 16 Muhammadans and 13 Sikhs. Scholarships were awarded to 17 of the students, of whom 2 secured Rs. 10 each, 3 secured Rs. 7 each and 12 secured Rs. 5 each. Mr. Kipling remained in charge of the school up to 8th March 1878, when he proceeded on furlough to Europe and was succeeded by Mr. Garrick. The school has made satisfactory progress.

Since the close of the year the officiating Principal has been intrusted by the Municipal Committee of Lahore with the decoration of the corridor between

the Lawrence and Montgomery Halls, a measure from which great benefit is expected by the encouragement that it is likely to afford to the practice of wall decoration.

Mr. Garrick has also introduced a class of photography, and a complete set of photographs of the sculptures in the Lahore Museum has been already executed with great success.

The following extracts are from the report drawn up by Mr. Kipling and submitted, with some additions, by the officiating Principal :—

"The school has been progressing on the whole satisfactorily in the lines indicated in last year's report. There has been a falling off in the number of elementary students, but this by no means indicates any decline in the school. It is now more generally understood, that this is a technical school, in which aptitude for work is essential, and not a sort of forlorn hope and refuge for aimless school boys, who would like to enjoy a scholarship here till something turns up. A number of youths are now quite capable of taking an effective part in such decorative work as carpet designing, wall painting and the like. And such commissions as we have had to execute they have discharged with fair success.

"It is now in the highest degree desirable, however, that the school should be given some piece of work, which could be seen and known by the general public, and on which it would have an opportunity of learning more of the purely technical details of Art. It is in such matters as the preparation of wall surfaces for decoration, the proper mixing of colors, the use of different vehicles for tempera and oil painting, that the native workman is most deficient. The corridor between the Lawrence and Montgomery Halls for example would afford good practice; and from the numerous complaints made as to the ordinary methods of decoration now in vogue, it is probable that an example once set would be eagerly followed. It is exceedingly difficult to make school instruction in the lower branches of Art sufficiently practical. Considerations of cost, which are most important, adaptability to use, rapidity of execution, varieties of light and architectural condition, the prime essentials indeed of applied Art, are all lost sight of in the work that is done on the drawing-board in the school room. The native student too is peculiarly apt to lose the end in the means, and to accept what should be a suggestive lesson and indication as a piece of work to be got through and done with. Unfortunately there is no available piece of wall surface in the Museum or we should have begun there, but I venture to urge that Government might well entrust to Mr. Garrick, the execution of some piece of decorative painting in a public place.

"With regard to the carpentry school there is no need to ask for occupation as we have had more claims on us than we could satisfy. On taking over the school it appeared desirable to make it more strictly a school for the elder youths than had hitherto been possible; and they were made to spend half the working time in free hand drawing from flat copies and from objects and also in mechanical drawing. Even among this class there is a curious passion for the kind of drawing, to which alone Government patronage has hitherto been extended ; and out of a book containing some five examples of decorative wood work, two of these boys whom I requested to select something they would like, chose an elaborate section of a city ware-house, which had a certain air of resemblance to a Public Works Department drawing of a barrack. They have been made to take part in the working out of such articles of original design as we have made. That is to say, from verbal instructions or rough sketches they have been taught to make working drawings, to understand the construction involved and to see their way through a piece of work before cutting the wood.

"The smaller boys, who, besides wood carving and joinery, are daily taught reading writing and drawing, have made good progress. I asked to have small allowances made to some of these boys as an encouragement to them. Parents see the advantage of the school, but a small boy is so handy about a joiner's shop to heat the glue pot, take a hand at the saw or plane and run errands, that it is hardly to be wondered at that they are very early put to work, and as a class get very little schooling ; a very small allowance just turns the scale in favor of our school. Their hours are long but the variety in their work seems to keep their interest

and intelligence well alive. I confess that I was at first doubtful whether they were not too young to profit greatly by instruction, but I am now pursuaded that it will be of great benefit to them. The new tools purchased from Rurkí have arrived, with the exception of the lathe, and will of course greatly increase the productive power of the school. But unless we employ outside adult workmen at regular wages or by contract, we cannot punctually supply the wants of all who require furniture and wood-work.

"The Deputy Commissioner of Mooltan, reporting on the state of the Art of enamelling in that city, remarked that while the colors were good, the patterns were poor and rude, and I was applied to for suggestions. I proposed that the Municipality should, at its expense, send an intelligent young man who already knew the technical details of the Art; and I offered a scholarship to a younger man who should be instructed with him. A youth was sent, but after I had explained to him the kind of work I wished him to learn, first he told me he thought he was going to be taught watchmaking, and after a day he went away and I have not seen him since. The Deputy Commissioner, however, has promised to find a more sensible person. We have sent to Mooltan a design for a lady's chatelaine to be made there.

"Mr. Nicholl, the Secretary to the Municipal Committee of Amritsar, is interested in the promotion of Education in that city, and I have already submitted to you communications explaining his views. It is now proposed that the Municipality of Amritsar should send three students, a joiner, a rájmistrí and a painter, maintaining them while at school. Mr. Nicholl also contemplates the establishment, in connection with the Municipality, of an Industrial school to be connected with the Lahore school. The establishment of Industrial schools in other towns on this principle, will I think he found to follow as a natural consequence the permanent establishment of ours in Lahore.

"Already we could supply if it were desirable two fair instructors.

"The only work varying a little from the ordinary routine of the institution, since my taking over charge, is the preparation of the designs and working drawings necessary for the decorations of the corridor between the Lawrence and Montgomery Halls, and the plans elevation, &c., for the establishment of the Court Hall over the Delhi Gate, which are nearly completed. I would strongly urge the necessity of some large, and at the same time, responsible work in the way of decoration being commenced by the more advanced pupils under my direction, as I am convinced they are now sufficiently instructed in Art to derive a lasting benefit from such an undertaking."

SECTION VII.

SCHOLARSHIPS.

Scholarships tenable in the Government College.

128. Scholarships are allowed by Government to one out of every four of the candidates who are successful in the Entrance and First Arts examinations of the Calcutta University, on condition that the students to whom they are awarded continue their studies in the Government College at Lahore. Rs. 3,612 were expended during the year on this account. Students who are successful in the corresponding examinations of the Punjab University are eligible for scholarships awarded by the Senate. The Punjab University College awarded scholarships of the aggregate value of Rs. 6,041 to students of the Government College.

Scholarships tenable in District Schools.

129. The sum of Rs. 1,000 per mensem, is allowed by Government for District school students. The award of these scholarships is determined, subject to certain conditions, by the position

gained by the boys in the Middle school examination, and they are tenable in the upper District schools. Scholarships of the aggregate value of Rs. 400 per mensem are awarded on the same principle to boys of Vernacular schools and are tenable in the High vernacular school, at Ludhiána. A few are held also by boys who have joined the upper department of Anglo-vernacular District schools. Scholarships of the aggregate value of Rs. 13,122 were distributed in the upper District schools and the Ludhiána High vernacular school; Rs. 9,514 in the former and Rs. 3,608 in the latter.

Scholarships awarded by District Committees and Municipalities.

130. Scholarships, not exceeding 3 per mensem, are granted by District Committees and Municipalities and are tenable in District and Vernacular schools of the middle class; and rules have been laid down by Government with the view of ensuring the selection of suitable candidates.

Scholarships tenable in the Anglo-Arabic school, Delhi.

131. Special scholarships are allowed to a certain number of Muhammadan pupils of the Anglo-Arabic school at Delhi, which is maintained from the proceeds of the Nawáb Fund, an endowment made by the late Nawáb Fazl 'Ali Khán for the promotion of education in the city of Delhi.

Scholarships tenable in the Mayo School of Industrial Art.

132. Twenty scholarships of the aggregate value of Rs. 135 per mensem are sanctioned for the Mayo school of Industrial Art, and scholarships were awarded to 17 students.

The sum of Rs. 13,390 was expended during the year from all sources on stipends to Normal school students; but these are not properly scholarships and may be viewed as salaries.

SECTION VIII.

EMPLOYMENT OF STUDENTS.

Employment of matriculated students.

133. Sixty-one students left the Government College at Lahore during the year, of whom 19 obtained employment on salaries ranging from Rs. 15 to Rs. 90, 3 joined the Rurkí College, 7 joined the law class, 2 are apprentices, 1 is preparing for the Munsiff's examination, 4 are preparing for the Rurkí College, 2 have joined the Medical school, 1 is studying law, 8 are Mukhtárs, 2 are private students, and particulars as to 12 are not known.

Of the 50 students, excluding the students of the Bishop Cotton school, who passed the Entrance Examination of the Calcutta University, 27 entered the Lahore College, 1 is studying in the Medical school; 2 are candidates for civil employment, 1 is an assistant clerk in the Post Master General's office on Rs. 10, 7 have obtained appointments; and 12 are without employ.

Employment of unmatriculated students.

134. 88 unmatriculated students of District schools have obtained employment, 14 in the Educational Department, 21 in the Civil Department and 53 in other department on salaries averaging Rs. 10-0-2.

From Vernacular schools 230 students obtained employment. Of these 47 are employed in the Educational Department, 113 in the Civil Department and 70 obtained other appointments on salaries averaging Rs. 9-12-3

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Number of students learning the English language.

135. During the year under report there were 12,645 pupils learning English as compared with 11,274 in the previous year. Of these 5,668 pupils belonged to Government institutions, and 6,977 to aided schools. The boys in Government schools who learn English have passed the lower school examination, in reading, writing, the compound rules in arithmetic, and the outlines of the geography of Hindustán and the Punjab. In aided schools, a large number of boys begin English before they reach this standard. The evils to both Vernacular and English education that result from this practice have been pointed out in previous reports.

The great progress in English education that has been effected in schools of the middle class, more especially in Government schools, is shewn by the results of the Middle school examination, to which reference has been made above. There has been, I believe, similar progress in upper schools, and this will become more marked year by year, in consequence of the constant improvement of the character of the instruction imparted in the Middle schools from which the upper departments are recruited.

SECTION X.

BOOK DEPOT.

Assets and liabilities of the Book Depôt.

136. At the beginning of the year the assets of the Book Depôt and Educational Press amounted to Rs. 1,17,742-7-5, and the liabilities, after allowing for the cost of the registration of books and translating matter for the Vernacular Gazette, to Rs. 29,532-14-5.

In the assets are included cash in hand, Rs. 1,976-11-11 ; money due to the Depôt Rs. 10,431-6-5; Stock Rs. 86,553-2-7; tools and plant, printing paper and printed forms Rs. 18,781-2-6. The liabilities include sums due by the Depôt, or the amount by which the receipts from Government in past years exceed the money paid into the Treasury on account of the sales that have been effected. These liabilities are in course of reduction and will be paid off in about six years.

During the year 1877-78 the sum of Rs. 43,846-2-0 was received from Government, printing paper of the estimated value of Rs. 13,855-10-0 was received from England through the Superintendent of Stationery, Calcutta. The sum of Rs. 461-0-3 was received in advance for books which were supplied during the current official year, and books and printing paper of the value of Rs. 2,445-9-9 were purchased on credit, so that the liabilities incurred during the year amounted to Rs. 60,618-6-0. From this should be deducted Rs. 2,300 on account of paper for the Vernacular Gazette, the cost of which in former years was paid by Government, Rs. 2,100 the approximate cost of translating matter for the same, and Rs. 1,200 allowed by Government for the registration of books under Act XXV of 1867, or Rs. 5,600, in all, thus reducing the liabilities incurred during the year to Rs. 55,018-6-0. If we add to this amount the sum of Rs. 34,311-9-8, the value of the books received for sale from the office of the Secretary to the Government of the Punjab, and now brought on to the stock of the Depôt for the first time, agreeably to Government Letter No. 3448, dated 5th December 1876, to Accountant-General Punjab, we obtain a total of Rs. 89,329-15-8. The sum of Rs. 51,178-4-5 was paid into the treasury, Rs. 7,472-8-8 were credited to the Book Depôt and the Educational Press in the books of the Accountant-General by transfer entries, Rs. 495-9-3 have been advanced for books, and Rs. 152-5-6 were applied to the payment of a debt, making a total of Rs. 59,298-11-10. Hence it will be seen that, leaving out of consideration the item of Rs. 34,311-9-8, the value of official books, the payments made during the year exceeded the liabilities incurred by Rs. 4,280-5-10, and the liabilities still existing at the end of the year were thus reduced to Rs. 25,252-8-7.

The assets at the close of the year, leaving out of consideration as before the value of books received from the Secretariat, amounted to Rs. 1,19,813-1-7, and were more by Rs. 2,070-10-2 than at the beginning. This together with Rs. 4,280-5-10, the amount by which the liabilities have been reduced during the year, represents approximately the profit of the Depôt. Official books paid for from the Imperial revenue are brought on to a separate stock book. The value of these received during the year amounted to Rs. 59 and the value of such as were sold during the year to Rs. 109-12-0. Rs. 272-10-9 were paid into the Treasury to the credit of the Imperial revenue on their account.

The value of old and absolete official books, as also that of spare copies of books received from different Government Offices, sold during the year, was Re. 1-8-0, and the amount paid into the Treasuary was Rs. 2.

New Books published during the year.

137. The following are the names of new books issued from the Educational Press or published for the Department during the year :—

Translation of the Primer on Physics in Roman Urdú.

How to Speak and Write English, Part II.

Selections from Urdú Poetry for the Honor Examination of Officers of the Educational Department.

Inshá-i-Urdú for Lower Standard.

The Ten Commandments in Pashtú.

Translation of Lethbridge's Easy introduction to the History of India.

Of the reprints issued during the year, the following are the most important:—

	Copies.
Fársí kí pahlí kitáb	22,800
Urdú kí pahlí kitáb	17,700
Urdú kí dúsrí kitáb	12,800
Zubdat-ul-Hisáb, Part I	12,800
Safwat-ul-masádir	12,800
Urdú kí tísrí kitáb	8,400
Qawáid-i-Urdú	8,400
Fársí kí dúsrí kitáb	7,800
Masdar-i-Faiyúz	7,800

Jagráfiya-i-Hind, Part I	7,000
Gulistán (Expurgated)	5,600
Tahrír-i-uqlaidas, Books I, II, III, IV ...	5,600
Inshá-i-Urdú ba khat-i-Shikasta	5,600
Qisas-i-Hind, Part I	5,000
Zubdat-ul-Hisáb, Part II	4,200
Miftáh-ul-arz	4,200
Misbáh-ul-masáhat, Part I	4,200
Rusúm-i-Hind	2,800
Qisas-i-Hind, Part II	2,800
Anwár-i-Suhaili	2,800
Ruqa'át-i-'álamgirí	2,800
Jabr o muqábilá, Part I	1,400
Karim ul lughát	700
Miftáh-ul-adab	700

Receipts of the Press.

138. The aggregate value calculated on the retail selling price, which is subject to discount at the rate of 20 per cent. of books delivered by the Press to the Depôt was Rs. 41,650-1-4; and the value of work done by the Press for the offices of the Secretary to Government, the Financial Commissioner and the Director of Public Instruction and other persons, was Rs. 2,521-0-3.

Work done by the translators.

139. The translating staff of the Book Depôt have translated 1,720 pages of original matter during the year, of which a little more than one-sixth belonged to Educational books. Besides translating matter for the Gazette and for Educational books, they revised 400 pages of matter for the press, prepared an Urdú map of the Hemispheres, and a catalogue in duplicate of the Director's Office Library, corrected proofs of 1,834 pages of the Urdú Gazette and reported on several books.

Books in course of preparation or ready at the close of the year.

140. The following books are now in course of preparation or actually in the Press :—

1. Translation of Civil Codes in Press (has been delayed on account of the alterations and additions which have taken place during the year.)

2. Translation of Blanford's Physical Geography. (In Press will be published before the close next year.)

3. Translation of Jail Manual. (Published.)

4. Translation of the History of the Imperial Assemblage, (will be published before the close of the year.)

5. Translation of Science Primers on Chemistry, Geology, Botany, Astronomy and Logic (under preparation.)

It is also proposed to undertake the translation of some of the Primers on History. For these and for the translation of several of the Science Primers it is evident that the demand for some years will be small.

Statement shewing the financial operations of the Depôt.

141. The following statement shews the financial operations of the year in greater detail :—

Assets at the close of 1876-77.							*Paid into Treasury.*								
Cash	1,976	11	11				Sale proceeds of Books ...	50,275	3	3					
Oustanding Balance ...	10,431	6	5				Freight and postage realized from purchasers of books,	441	9	7					
Stock	86,553	2	7				Registration fee of copy right of books registered under Act XXV of 1867 ...	64	0	0					
Tools and plant; printing paper and printed forms, &c.	18,781	2	6	1,17,742	7	5	Proceeds of Educational Press	397	7	7	51,178	4	5		
Amount drawn from the treasury.							Adjusted by Transfer entries Sale proceeds of Books ...	4,308	6	9					
Pay of Curator and Establishment including translators,	11,870	5	5				Proceeds of the Educational Press	3,164	1	11	7,472	8	8		
Contingencies of the Book Depôt	1,960	14	0				*Advanced for Books.*								
Purchase of Books ...	16,155	7	11				To Manager Mission Press, Ludhiána	364	5	3					
Pay of Educational Press establishment	9,817	8	3				To Dr. Fallon	131	4	0	495	9	3		
For Over-time work ...	730	13	6				Debt Paid	...	...	...	152	5	6		
Purchase of Paper and other materials	3,311	0	11	43,846	2	0	Estimated value of paper expended in printing the Urdú Gazette	...	...	...	2,300	0	0		
Official books brought on to stock.							Cost of Registration of Books	...	...	...	1,200	0	0		
In hand on 1st April 1877 ...	32,555	6	6				Approximate cost of translating Punjab Gazette ...	...	...	...	2,100	0	0		
Received during the year ...	1,756	3	2	34,311	9	8	*Assets at the close of* 1877-78.								
Debts not adjusted at the close of the year.							Cash	410	10	5					
Estimated value of printing paper recived from England through the Superintendent of Stationery, Calcutta ...	13,855	10	0				Stock including official Books...	1,19,903	6	6					
Received in advanced for books supplied in 1878-79,	461	0	3				Outstanding Balance ...	12,255	3	7					
Other debts incurred ...	2,455	9	9	16,772	4	0	Tools and plant, paper and printed forms, &c. ...	21,555	6	9	1,54,124	11	3		
Profits of the Depôt... ...	...	...	...	6,351	0	0									
Total ...	...	...	...	2,19,023	7	1	Total ...	...	...	...	2,19,023	7	1		

Books brought on stock.

142. The statement given below shews the value of English and Vernacular books brought on stock and issued during the year :—

BOOKS.	In stock at the close of 1876-77.	Brought on Stock during the year.	Total.	Issued during the year.	Balance at the close of the year.
English	52,887 10 8	45,048 13 11	97,936 8 7	16,389 15 11	81,546 8 8
Vernacular	33,665 7 11	52,012 1 3	85,677 9 2	47,320 11 4	38,356 13 10
TOTAL ...	86,553 2 7	97,060 15 2	1,83,614 1 9	63,710 11 3	1,19,903 6 6

The sum of Rs. 97,060-15-2 under the Head, "Books brought on stock," is made up as follows :—

	Rs. A. P.
Books received from England through the Secretary of State for India	2,142—8-1
English books purchased in India	7,066—7-6
Official books brought on stock on 1st April 1877 ...	32,555—6-6
Ditto received during the year	1,756—3-2
Vernacular Books delivered by the Press ...	26,396—3-2
Ditto purchased	7,860—8-3
English books received back	112-10-6
Vernacular Ditto	273—4-3
Enchancement of prices of English books ...	1,847—4-2
Ditto Ditto of vernacular books ...	14,607-13-4
Discount allowed on English books by book sellers ...	168—6-0
Ditto Vernacular Ditto	2,274—4-3
Total ...	91,060-15-2

The following is the detail of books issued:—

Sold to Deputy Commissioners	17,823—6-5
Supplied to Colleges and School Libraries ...	1,228-13-0
Supplied for prizes	3,770-13-0
Supplied to Director's Office Library	161—0-0
Supplied to Inspectors of Schools for prizes and libraries	2,384-11-4
Sold to Head masters of District and Normal Schools	8,278—0-4
Sold to Superintendent of Regimental Schools ...	846-13-7
Cash sales	28,724—1-2
Sold to Superintendents of Jails	293—0-5
Total ...	63,710-11-3

CONCLUSION.

143. In conclusion, I have to thank the officers of the Department, who have shewn their usual zeal and energy for the cordial manner in which they have co-operated with me, and to record my acknowledgements of the interest shewn in educational affairs by District officers, and their readiness to give effect to the suggestions offered to them by the Inspectors of schools.

144. A list is appended of the Civil Officers whose exertions in the cause of education have been brought to notice by the Inspectors, and of native gentlemen whose services are reported to be worthy of special notice.

List of Civil Officers who have shewn special interest in the cause of education during 1877-78.

No.	Name.	Rank on designation.	District.
	Umballa Circle.		
1	Lt. Colonel Gurdon, ...	Deputy Commissioner, ...	Umballa.
2	G. E. Wakefield, Esq., ...	Ditto, ...	Ludhiána.
3	Captain Nisbet, ...	Ditto, ...	Simla.
4	T. W. Smyth, Esq., ...	Ditto, ...	Delhi.
5	T. Roberts, Esq., ...	Ditto, ...	Gurgáon.
6	Colonel Forster, ...	Ditto, ...	Hissár.
7	Carr. Stephen, Esq., ...	Judicial Asst. Commissioner, ...	Ludhiána.
	Lahore Circle.		
1	Major C. Beadon, ...	Deputy Commissioner, ...	Jullundhar.
2	W. Coldstream, Esq.,... ...	Ditto, ...	Hoshiárpur.
3	Col. C. V. Jevkins, ...	Ditto, ...	Kángra.
4	H. E. Perkins, Esq., ...	Commissioner, ...	Amritsar.
5	J. W. Gardiner, Esq.,... ...	Offg. Deputy Commissioner, ...	Do.
6	J. Tremlett, Esq., ...	Deputy Commissioner, ...	Do.
7	Col. F. J. Millar, ...	Ditto, ...	Gurdáspur.
8	Major A. Harcourt, ...	Ditto, ...	Lahore.
9	L. Dane, Esq., ...	Asstt. Commissioner, ...	Do.
10	J. Frizelle, ...	Deputy Commissioner, ...	Ferozepore.
	Mooltan Circle.		
1	Major F. D. Harington, ...	Deputy Commissioner, ...	Muzaffargarh.
2	M. Macauliffe, Esq., ...	Ditto, ...	Montgomery.
3	Major C. E. Macaulay, ...	Ditto, ...	D. I. Khan.
4	Captain A. S. Roberts, ...	Judicial Asstt. Commissioner, ...	Do.

List of Native Gentlemen who have exerted themselves in the cause of Education during 1877-78.

No.	NAME.	Rank or designation.	District.	Tahsil or Village.
	UMBALLA CIRCLE.			
1	Lála Rami Mal	Manager Anglo-Sanskrit School, Delhi ...	Delhi	Delhi.
2	Lála Rám Kishn			
3	Lála Bansi Lál	Ráis Jagádhri	Umballa	Jagádhri.
4	Lála Devi Chand	Do.	Ditto	Do.
5	Thákar Indar Singh	Jagírdár of Jhajjar	Rohtak	Jhajjar.
6	Thákar Sultán Singh	Jagírdár of Kheri	Ditto	Do.
7	Kishn Lál	Lambardár	Ditto	Asandha.
8	Báwa Harbakhsh Singh ...	Member Municipal Committee Rúpar.	Umballa	Rúpar.
9	Bábú Birj Lál	Asstt. Surgeon	Ditto	Do.
10	Bábú Fatch Chand	Do.	Ditto	Do.
	LAHORE CIRCLE.			
1	Sardár Ajít Singh	Zaildár	Jullundur	Alawálpur
2	Hirá Mal	Sháhúkár	Ditto	Jagatpur.
3	Chaudrí Fateh Khán	Khewatdár	Ditto	Baghanrán.
4	Do. Núr-ud-dín	Lambardár	Ditto	Sargondi.
5	Muhkam Chand	Sháhúkár	Ditto	Núrmahal.
6	Rám Chand	Member Committee	Ditto	Kartárpur.
7	Rám Singh	Zaildár	Ditto	Aur.
8	Punnú Khán	Lambardár	Ditto	Sugrán.
9	Muhammad Ashraf Khán ...	Do.	Ditto	Dhegri.
10	Devi Dittá	Do.	Ditto	Musapur.
11	Hirá Mal	Zaildár	Ditto	Do.
12	Búta Chand	Lambardár	Ditto	Bilgá.
13	Qazí Chanan Sháh	Member Committee	Ditto	Núrmahal.
14	„ Karm Iláhi	Member School Committee ...	Ditto	Salob.
15	Tába Mal	Do.	Ditto	Phillour.
16	Sardár Nihál Singh	Do.	Ditto	Kang.
17	„ Narain Singh	Do.	Ditto	Do.
18	„ Devá Singh	Do.	Ditto	Bahrám.
19	Jamíl Khán	Lambardár	Ditto	Do.
20	Sikandar Khán	Zaildár	Ditto	Hiou.
21	Husain 'Alí Khán	Lambardár	Ditto	Madár.
22	Sandhí Khán	Zaildár	Ditto	Karyám.
23	Jhande Khán	Lambardár	Ditto	Lulerah.
24	Tulsí Rám	Sháhúkár	Ditto	Aprah.
25	Hammú Khán	Lambardár	Ditto	Do.

No.	NAME.	Rank or designation.	District.	Tahsil or Village.
26	Munshí Baha-ud-dín	Tahsíldár	Jullundur	Phillour.
27	„ Dín Muhammad ...	Munsiff	Ditto	Do.
28	„ Ichhrú Rám	Do.	Ditto	Nakodar.
29	„ Nathú Rám	Tahsíldár	Hoshiárpur ...	Dasúha.
30	Chaudrí Naginá Singh	Zaildár	Ditto	Mahalpur.
31	Charat Singh	Lambardár	Ditto	Tánda.
32	Rala Rám	Sáhúkár	Ditto	Garoya.
33	Khawája Khán	Lambardár	Ditto	Chotála.
34	Rána Muhammad Bakhsh ...	Do.	Ditto	Hariána.
35	Belí Rám	Sáhúkár	Ditto	Miáni.
36	Gobind Rám	Zaildár	Ditto	Khad.
37	Hirá Singh	Do.	Ditto	Laxián.
38	Hukam Chand	Lambardár	Ditto	Do.
39	Hirá	Zamíndár	Ditto	Mahalpur.
40	Missar Kalú Rám	Chaudrí	Ditto	Do.
41	Chaudrí Kharak Singh	Zaildár	Ditto	Hájipur.
42	„ Jrí Karn	Do.	Ditto	Detárpur.
43	Fateh Jang	Do.	Ditto	Nanda Chaur.
44	Likar Khán	Lambardár	Ditto	Bassi Gulam Husain.
45	Gáme Khán	Biswadár	Ditto	Chotála.
46	Chahar Singh	Zaildár	Ditto	Bhudhipind.
47	Sahib Singh	Lambardár	Ditto	Barián.
48	Rája Khán	Do.	Ditto	Sáheba.
49	Hatí Singh	Zaildár	Ditto	Dulehar.
50	Nihál Chand	Sáhúkár	Ditto	Santokhgarh.
51	Jalál-ud-dín	Zaildár	Ditto	Jehán Khelán.
52	Achhar Singh	Lambardár	Ditto	Nangal.
53	Nathá Singh	Zaildár	Ditto	Jandwál.
54	Nihál Singh	Lambardár	Ditto	Anandpur.
55	Rái Sáhib Chand	Zaildár	Ditto	Takhtgarh.
56	Jaimal Singh	Ditto	Ditto	Una.
57	Tába Mal	Sáhúkár	Ditto	Múkerián.
58	Lachhman Dás	Munsiff	Ditto	Tánda.
59	Munshí Ahmad Sháh	Extra Assistant Commissioner	Ditto	Hoshiárpur.
60	Ude Rám	Ditto	Ditto	Do.
61	Motí Rám	Tahsíldár	Kangrá	Núrpur.
62	Jaimal	Lambardár	Ditto	Bhiwárna.
63	Golába	Ditto	Ditto	Khorot.
64	Káhan Chand	Tahsíldár	Ditto	Kángra.

No.	NAME.	Rank or designation.	District.	Tahsíl or Village.
65	Feroz-ud-dín	Náib Tahsíldár	Kangrá	Kangrá.
66	Akbar Khán	Do. do.	Ditto	Pálampúr.
67	Pundit Badrí Náth	Tahsíldár	Gurdáspur	Batála.
68	Jiwan Singh	Member Committee	Ditto	Srí Gobindpúr.
69	Bedí Nehál Singh	Do.	Ditto	Dera Nának.
70	Munshí Rashk Behárí Lál ...	Tahsíldár	Ditto	Shakargarh.
71	Bhaí Harí Singh	Do.	Ditto	Wirram.
72	Chaudrí Samme Khán ...	Lambardár	Ditto	Bhikho Chak.
73	Mián Majítha	Member Committee	Ditto	Sukho Chak.
74	Munshí Sher Singh	Munsiff	Ditto	Shakargarh.
75	Chaudrí Jhanda Singh ...	Lambardár	Ditto	Tugalwála.
76	Lálá Sanjí Mal	Tahsíldár	Ditto	Pathánkot.
77	Diwán Harí Singh	Munsiff	Ditto	Do.
78	Muhammad Ikrám	Tahsíldár	Siálkot	Pasrúr.
79	Munshí Brij Náth	Do.	Ditto	Zafarwál.
80	Iláhí Bakhsh	Do.	Ditto	Siálkot.
81	Sardár Lachhmí Sahái	Do.	Ditto	Reya.
82	Díwan Harnám Singh ...	Member Municipal Committee	Ditto	Pasrúr.
83	Ganga Sháh	Do.	Ditto	Do.
84	Milkhí Sháh	Number Municipal Comt. ...	Ditto	Do.
85	Muhammad Khán	Do. and Zaildár ...	Ditto	Do.
86	Qutab-ud-dín	Zaildár	Ditto	Simriál.
87	Nabí Bakhsh	Do.	Ditto	Auliápúr.
88	Rollú	Do.	Ditto	Milkhánwala.
89	Bahawal Bakhsh	Zaildár and Hony. Magistrate	Ditto	Badoki.
90	Búte Khán	Zaildár	Ditto	Kali.
91	Balmokand	Member Municipal Comt. ...	Ditto	Zafarwál.
	RAWALPINDI CIRCLE.			
1	Bishn Singh	Tahsíldár	Ráwalpindí... ...	Ráwalpindí.
2	Bakshí Mahtab Singh	Rais of Kuntrila	Ditto	Gujar Khán.
3	Rám Jawáyá Sháh	Do. of Sayad	Ditto	Do.
4	Sardár Bakar Khán	Do. of Mator	Ditto	Kahuta.
5	Qázi Bágh Alí	Do. of Qázi Chotá	Ditto	Gujar Khán.
6	Sardár Khán	Do. of Niráli	Ditto	Do.
7	Sultán Alí	Do. of Jalálpur	Gujrát	Gujrát.
8	Ján Muhammad	Do. of Haslianwála ...	Ditto	.....
9	Chaudrí Sharf	Do. of Hariawála	Ditto	.....
10	Ahmad Khán	Do. of Kuthála	Ditto	Gujrát.
11	Khudá Yár	Do. of Bhágowál	Ditto	.....

No.	NAME.	Rank or designation.	District.	Tahsil or Village.
12	Sant Singh	Rais of Lakhanwál	Gujrát	.....
13	Ilam Dín	Do. of Ghansiya	Ditto	.....
14	Jwálá Sahái	Do. of Qadrabád	Ditto	Pháliyá.
15	Faiz Ahmad	Do. of Shadiwál	Ditto	.....
16	Budha Khán	Do. of Makhanwál	Ditto	.....
17	Kishn Dial	Tahsildár	Sháhpur	Khusháb.
18	Hirá Singh	Do.	Ditto	Sháhpur.
19	Kishn Dial	Do.	Ditto	Bhera.
20	Sardár Khán	Rais of Garhi Habib-ul-la ...	Hazára	.....
21	Lálá Hukam Chand	Tahsildár	Ditto	Mansehra.
22	Ramzán Khán	Sergeant of Police	Ditto	.....
23	Muhammad Sháh	Thánádar of Khanpur ...	Ditto	Haripur.
24	Iláhi Bakhsh Khán	Rais of Sarái Salib	Ditto	Do.
25	Diwán Jawáhir Mal	Rais and Banker	Sháhpur	Bhera.
	MOOLTAN CIRCLE.			
1	Mohan Lál	Tahsildár	Muzaffargarh ...	Alipur.
2	Ahmad Yár	Zaildár	Ditto	Do. Dawarala.
3	Gulám Rasúl	Rais	Ditto	Do. Jatoki.
4	Rámji Dás	Tahsildár	Montgomery ...	Depálpur.
5	Riáz Husain	Do.	Ditto	Gogairah.
6	Lachhmi Narain	Do.	Ditto	Pákpatan.
7	Mauj Ráj	Member Dist. Committee ...	Ditto	Montgomery.

W. R. M. HOLROYD, MAJOR,

Director of Public Instruction, Punjab.

STATEMENTS.

B. EDUCATION FORM No. 1.

THE UNIVERSITY.

Results of the Examinations of the Calcutta University and of the Punjab University College for the official year beginning 1st April 1877, and ending 31st March 1878.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	No. of Institutions sending up candidates.			No. of candidates sent up.				No. of candidates passed.				Religious or national classification of passed candidates.						
												Natives of India.						
Nature of Examination.	Government Institutions.	Private Institutions.	Total.	From Government Institutions.	From Private Institutions.	Private students.	Total.	From Government Institutions.	From Private Institutions.	Private students.	Total.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Europeans.	REMARKS.
Calcutta University.																		
Entrance or Matriculation	5	12	17	53	45	(a)4	102	34	24	1	59	...	34	8	8	...	9	(a) Includes two teachers and two Private students.
Arts. First Arts	...	...	...	20	...	...	20	13	...	...	13	...	7	3	3	...	...	
Arts. Bachelor of Arts	1	...	1	4	...	...	4	2	...	...	2	...	2	...	...	...	...	
Arts. Master of Arts	...	...	...	1	...	...	1	1	...	...	1	...	1	...	...	...	...	
Prem Chand Roy Chand studentship ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Punjab University College.																		
Entrance or Matriculation	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	None of these examinations were held during 1877-78.
Proficiency in Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honor examination or (Master of Arts,)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

B. EDUCATION

Return of Colleges, Schools, and the Scholars attending them,

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.											AIDED INSTI				
	Number of Institutions.	Number of scholars on the rolls on 31st March 1878.	Average daily attendance.	Number of scholars on the 31st March learning through		Religious or National classification of scholars as on 31st March 1878.						Number of Institutions.	Number of scholars on the rolls on 31st March 1878.	Average daily attendance.	Number of scholars on the 31st March learning through	
				English.	Vernacular only.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.				English.	Vernacular only.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Colleges or Departments of Colleges affiliated to the University.																
Arts	(a) 2	116	99	116	...	...	92	13	11	...	116	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges not affiliated to the University.																
Madrassahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools (vernacular),	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal Schools.																
For Masters	3	191	214	...	191	1	73	105	12	...	191	1	220	195	3	217
For Mistresses	...	...	...	...	...	...	...	...	...	...	...	5	33	30	10	23
School of Art and other Technical Schools.																
School of Industrial Art ...	1	47	36	...	...	3	15	16	13	...	47	...	...	...	...	...
Schools for Boys.																
Higher Schools (English)*	8	341	336	328	13	4	224	77	35	1	341	9	2,390	1,808	1,965	425
Middle Schools teaching through English,	27	3,777	2,764	3,735	42	9	2,417	1,120	228	3	3,777	31	5,034	3,635	2,670	2,213
Middle Schools teaching through Vernacular only,	149	20,437	16,801	1,401	19,036	2	12,530	6,143	1,710	52	20,437	1	205	161	...	205
Lower & Primary Schools, (b)	1,251	60,636	49,433	88	60,548	7	29,115	25,607	5,412	495	60,636	176	11,413	10,069	1,661	9,752
Schools for Girls.																
For Natives of India ...	122	3,147	2,498	...	3,147	...	648	2,387	111	1	3,147	230	7,037	5,237	132	6,903
For Europeans and others ...	...	...	...	...	...	...	...	...	...	...	...	5	277	237	277	...
Mixed Schools (Boys and Girls).																
For Europeans	...	...	...	...	...	...	...	...	...	...	...	3	259	231	259	...
TOTAL ...	1,564	88,692	72,181	5,668	82,977	26	45,114	35,468	7,532	552	88,692	464	26,717	21,603	6,977	19,738

(a) Delhi College abolished from 1st April 1877 ; statistics of that Institution not shewn.
(b). Includes Jail Schools.
* Includes Gurgáon and Ludhiána High Vernacular Schools.

FORM No. 2.

for the official year beginning 1st April 1877, and ending 31st March 1878.

TUTIONS.						UNAIDED INSTITUTIONS UNDER INSPECTION.												GRAND TOTAL.					
Religious or National classification of scholars as on 31st March 1878.						Number of Institutions.	Number of scholars on the rolls on 31st March 1878.	Average daily attendance.	*Number of scholars on the 31st March learning through*		*Religious or National classification of scholars as on 31st March 1878.*						Grand total of Institutions.	Grand total of scholars on 31st March 1878.					
Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.				English.	Vernacular only.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.			Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(a) 2	116	...	92	13	11	...	116
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	88	112	17	...	220	...	...	...	...	...	...	...	...	...	...	...	4	411	4	161	217	29	...	411
4	12	12	5	...	33	...	...	...	...	...	...	...	...	...	...	...	5	33	4	12	12	5	...	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	47	8	15	16	13	...	47
182	1,317	661	228	2	2,390	...	...	...	...	...	...	...	...	...	...	...	17	2,731	186	1,541	738	263	3	2,731
94	2,936	1,403	432	18	4,883	...	...	...	...	...	...	...	...	...	...	...	61	8,811	103	5,353	2,523	660	21	8,660
...	112	76	17	...	205	...	...	...	...	...	...	...	...	...	...	...	150	20,642	2	12,612	6,219	1,727	52	20,642
55	6,995	3,050	555	758	11,413	...	...	...	...	...	...	...	...	...	...	...	1,427	72,049	62	36,110	28,657	5,967	1,253	72,049
154	2,878	2,256	1,698	51	7,037	...	...	...	...	...	...	...	...	...	...	...	352	10,184	154	3,526	4,643	1,809	52	10,184
277	...	...	...	...	277	...	...	...	...	...	...	...	...	...	...	...	5	277	277	...	...	...	...	277
259	...	...	...	...	259	...	...	...	...	...	...	...	...	...	...	...	3	259	259	...	...	...	...	259
1,028	14,338	7,570	2,952	829	26,717	...	...	...	...	...	...	...	...	...	...	...	2,028	1,15,409	1,054	59,462	43,038	10,484	381	1,15,409

B. EDUCATION FORM No. 3.

Receipts and Expenditure of Educational Establishments in the Punjab for the official year beginning 1st April 1877, and ending 31st March 1878.

1	2	3	4	5	6	7	8	9	10	11
	RECEIVED.									EXPENDED.
Nature of Establishments.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From Revenue of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.
University	(a)21,000	...	...	6,360	...	...	3,922	22,309	(b)53,591	(b)44,758
Direction	43,916	...	...	...	...	...	...	...	43,916	43,916
Inspection	1,33,344	3,213	...	...	...	...	...	204	1,36,761	1,36,761
Colleges or Departments of Colleges affiliated to the University.										
Arts { Government	54,952	...	...	...	...	...	1,803	...	56,755	56,755
Arts { Aided	...	...	...	...	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges not affiliated to the University.										
Madrassahs	...	...	...	...	...	...	...	...	...	...
Medical Schools (vernacular)	...	...	...	...	...	...	...	...	...	...
Normal Schools.										
For Masters { Government	13,646	...	...	...	...	...	58	...	13,646	13,646
For Masters { Aided	3,000	...	...	...	...	...	...	4,711	7,711	7,711
For Mistresses { Government	...	...	...	...	...	...	...	...	...	...
For Mistresses { Aided	13,043	...	...	230	1,700	...	125	4,322	19,420	18,464
Schools of Arts and other Technical Schools.										
Schools of Art { Government	12,633	...	...	...	...	...	...	456	13,089	12,632
Schools of Art { Aided	...	...	...	...	...	...	...	...	...	...
Schools for Boys.										
Higher Class, English* { Government	59,851	1,867	...	...	727	...	4,318	...	62,598	62,598
Higher Class, English* { Aided	31,089	...	...	10,398	3,430	...	18,163	10,551	79,631	88,422
Middle Class, English { Government	91,998	5,073	...	65	1,412	...	17,217	...	99,211	99,211
Middle Class, English { Aided	27,305	136	683	6,265	3,070	...	11,376	17,552	66,487	66,900
Middle Class, Vernacular { Government	8,173	91,360	...	2,019	26,523	160	9,586	...	1,28,905	1,29,163
Middle Class, Vernacular { Aided	800	293	...	...	800	...	53	...	1,947	1,894
Lower Class & Primary† { Government	10,692	2,16,255	...	472	8,043	960	10,932	156	2,37,468	2,37,468
Lower Class & Primary† { Aided	25,518	1,775	...	6,227	18,370	...	14,822	7,238	73,950	72,973
Schools for Girls.										
For Natives of India { Government	216	10,996	...	36	3,316	...	3	...	14,564	14,564
For Natives of India { Aided	16,910	2,369	545	13,596	9,715	...	1,533	22,380	67,049	63,795
For Europeans and others (c) { Government	...	...	...	...	...	...	...	...	...	...
For Europeans and others (c) { Aided	9,602	...	...	1,002	...	...	10,502	3,950	25,056	26,621
Mixed Schools (Boys' and Girls') (d) { Government	...	...	...	...	...	...	...	...	...	...
Mixed Schools (Boys' and Girls') (d) { Aided	22,093	...	6,524	12,455	...	...	5,040	13,233	59,345	44,441
Scholarships.										
In Colleges { Government	6,483	90	35	480	67	...	...	6,041	13,196	(e)13,196
In Colleges { Endowed	...	...	...	...	...	...	...	...	...	...
In Schools { Government	17,431	38 601	...	...	3,921	...	...	...	59,953	59,953
In Schools { Endowed	...	1,789	163	...	...	...	...	...	1 952	1,952
Buildings and Endowments { Government	13,934	43,392	...	...	20,464	...	...	...	77,790	77,790
Buildings and Endowments { Aided	559	...	...	...	...	...	...	...	559	559
Miscellaneous	48,370	...	...	...	...	...	...	...	48,370	48,370
TOTAL	6,86,558	4,17,209	...	...	..	..	..	..	...	14,44,513

* Includes High Vernacular Schools at Ludhiana and Gurgaon.

† Do. Jail Schools.

(a) The Government Grant is taken for the financial year 1877-78 and the other items are taken from the Punjab University Calendar for 1877-78 which shows the Income and Expenditure for the year commencing November 1876 and ending 31st October 1877.

(b) Exclusive of Rs. 6,041 on account of Scholarships given in the Lahore College for which there is a separate head in this return.

(c) Includes the following Schools:—1. Auckland House School, Simla; 2. Roman Catholic Female Orphange, Simla; 3. Girls School Delhi; 4. Anarkulli Girls School, Lahore; 5. Nowluckha and Donald Town Girls School, Lahore.

(d) Includes the following Schools:—1. Mayo Industrial School, Simla; 2. Saint James' School, Lahore:—3. Murree Asylum.

(e) Inclusive of Rs. 6,401 on account of Scholarships received from the Funds of the Punjab University College.

NOTE.—The Collection of fees of Government institutions entered in column 8 are not included in the total of receipts in column 10, as the fees are not expended directly except in the Ludhiana High Vernacular School, Delhi Anglo Arabic School, Ferozepore Lower School, &c., &c.

B. EDUCATION—FORM No. 4.

Distribution of Government Colleges and Schools, and of all Schools and Colleges, aided and inspected by Government, in the several districts under the Government of the Punjab, and in the States subject to administrative supervision, for the year 1877-78.

1	2	3	4	5	6	7	8	9
Name of Districts and Native States.	Vernaculars spoken.	Area in square miles.	Estimate of population.	Number of schools.	Number of scholars on the rolls on 31st March 1878.	Average number of square miles to each school.	Percentage of scholars to population.	REMARKS.
1 Delhi ...	Urdú and Hindi	1,274	6,08,850	112	6,313	11·4	1·03	
2 Gurgáon ...	Do.	1,980	6,89,653	67	3,655	29·5	·53	
3 Karnál ...	Do.	2,352	6,10,927	50	2,812	47·04	·46	
4 Hissár ...	Urdú, Punjábi, Jatú & Bágrí	3,540	4,84,681	25	1,342	141·6	·27	
5 Rohtak ...	Urdú and Hindi	1,811	5,36,959	49	2,695	32·9	·50	
6 Sirsa ...	Urdú, Panjábi, Bágrí, & Bhattí	3,121	2,10,795	26	881	120·03	·41	
7 Umballa ...	Urdú, Hindi and Punjábi	2,621	10,35,488	91	6,279	28·8	·60	
8 Ludhiána ...	Urdú and Punjábi	1,368	5,83,245	80	4,929	18·1	·84	
9 Simla ...	Do.	18	33,995	17	764	1·05	2·25	
10 Jullundur ...	Punjábi and Urdú	1,326	7,94,764	164	8,159	8·08	1·02	
11 Hoshiárpur ...	Do.	2,686	9,38,890	97	5,110	21·5	·54	
12 Kángra ...	Pahári, Urdú and Láhauli	8,988	7,13,832	69	3,312	130·2	·44	
13 Amritsar ...	Punjábi and Urdú	1,562	8,32,750	144	7,771	10·8	·93	
14 Gurdáspur ...	Do.	1,818	9 06,126	108	5,749	16·8	·63	
15 Siálkot ...	Do.	1,955	10,05,904	111	5,864	17·6	·53	
16 Lahore ...	Do.	3,659	7,89,666	136	7,533	26·9	·95	
17 Gujránwala ...	Do.	2,563	5,50,576	92	4,979	27·8	·90	
18 Ferozepore ...	Do.	2,739	5,49,253	52	2,646	52·7	·48	
19 Ráwalpindí... ...	Do.	6,218	7,11,256	89	6,425	69·9	·90	
20 Jhelum ...	Do.	3,910	5,00,988	60	4,528	65 1	·90	
21 Gujrát ...	Do.	2,029	6,16,347	46	3,849	44·1	·62	
22 Sháhpur ...	Do.	4,700	3,68,796	38	2,316	123·6	·63	
23 Mooltan ...	Urdú, Mooltání, and Punjábi	5,927	4,71,563	54	3,145	109·7	·66	
24 Jhang ...	Punjábi and Urdú	5,702	3,84,027	43	2,412	132·6	·62	
25 Montgomery ...	Urdú and Punjábi	5,573	3,59,437	30	1,606	185·7	·44	
26 Muzaffargarh ...	Mooltání, Urdú, and Punjabi	2,954	2,95,547	24	1,595	123·8	·54	
27 Derá Ismail Khán ...	Punjábi, Pashtú, and Urdú	7,096	3,94,864	27	2,396	262·8	·60	
28 Derá Gazí Khán ...	Punjábi, Bilochi and Urdú	4,740	3,08,840	36	1,991	131·6	·64	
29 Bannú ...	Punjábi, Pashtú and Urdú	3,171	2,87,547	22	1,187	144·1	·41	
30 Pesháwar ...	Urdú and Pashtú	2,497	5,23,152	38	2,183	65·7	·42	
31 Hazára ...	Pashtú, Punjábi and Urdú	2,835	3,67,218	26	1,150	109·03	·31	
32 Kohát ...	Pashtú, Urdú and Punjábi	2,839	1,45,419	5	333	567·8	·22	
Total ...		1,01,975	1,76,04,505	2,028	1,15,409	51·7	·65	

N. B.—Columns 2, 3, and 4 have been filled up from the statistical tables published with the Administration Report for 1876-77.

General Comparative Statement of statistics

1		2	3	4	5	6		
		Number of Institutions.	Number of scholars on the rolls at close of the year.	Average number of scholars on the rolls monthly.	Average daily attendance.	Aggregate expenditure from all sources.		
Government Institutions.						Rs.	A.	P.
Colleges	1876-77	2	142	112	93	64,268	9	0
	1877-78	(a) 2	116	116	99	69,951	2	0
Schools of Higher Class	1876-77	8	512	477	388	70,843	2	0
	1877-78	9	341	380	336	78,906	5	0
Schools of Middle Class	1876-77	171	21,818	21,498	17,524	2,45,578	12	0
	1877-78	176	24,214	22,968	19,565	2,58,174	14	0
Schools of Lower Class	1876-77	1,254	58,503	59,531	49,766	2,31,495	11	0
	1877-78	1,222	58,435	57,667	47,387	2,32,113	6	0
Female Schools	1876-77	134	3,269	3,326	2,540	15,037	0	0
	1877-78	122	3,147	3,151	2,498	14,581	13	0
Normal Schools	1876-77	3	293	297	248	32,472	1	0
	1877-78	3	191	237	214	27,035	8	0
Jail Schools	1876-77	28	3,120	3,479	2,939	6,375	13	0
	1877-78	29	2,201	2,429	2,046	6,536	1	0
Schools of Industrial Art	1876-77	1	68	73	47	15,316	8	0
	1877-78	1	47	53	36	13,839	8	0
TOTAL ...	1876-77	1,601	87,725	88,793	73,545	6,81,387	8	0
	1877-78	1,564	88,692	86,999	72,181	7,01,138	9	0
Aided Institutions.								
Schools of Higher Class	1876-77	9	2,169	2,094	1,586	85,154	14	0
	1877-78	9	2,390	2,194	1,808	88,421	10	0
Schools of Middle Class	1876-77	35	4,646	4,631	3,591	1,01,262	7	0
	1877-78	36	5,239	4,849	3,947	1,07,331	0	0
Schools of Lower Class...	1876-77	189	10,876	12,002	9,374	75,400	10	0
	1877-78	177	11,490	11,638	10,116	76,615	2	0
Female Schools	1876-77	230	6,915	6,905	5,137	89,908	5	0
	1877-78	236	7,345	7,125	5,507	92,677	10	0
Normal Schools	1876-77	7	294	260	211	24,768	6	0
	1877-78	6	253	258	225	26,174	8	0
Punjab University College	1876-77	...	...	...	..	43,240	13	0
	1877-78	...	...	...	...	44,758	0	0
Endowment and Building Grants ...	1876-77	...	...	...	..	559	8	0
	1877-78				...	559	8	0
TOTAL ...	1876-77	470	24,900	25,892	19,899	4,20,294	15	0
	1877-78	464	26,717	26,064	21,603	4,36,537	6	0
General Establishments	1876-77	...	...	...	...	2,19,793	13	0
	1877-78	...	...	...	...	2,29,046	14	0
Buildings	1876-77	....	...	...	..	1,36,076	10	0
	1877-78	..	...	...		77,789	9	0
TOTAL ..	1876-77	...	..	..	...	3,55,870	7	0
	1877-78	..	...	...	...	3,06,836	7	0
Grand Total ..	1876-77	2,071	1,12,625	1,14,685	93,444	14,57,552	14	0
	1877-78	2,028	1,15,409	1,13,063	93,784	14,44,512	6	0

for the year 1876-77 *and* 1877-78.

7			8			9			10			11			12			13
Expenditure from Provincial Services.			Expenditure from the General Local Fund.			Expenditure from District Funds.			Expenditure from other sources.			*Annual cost of educating each pupil.*						Remarks.
												Total cost.			Cost to Government.			
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
57,028	9	0	...	...	...	...	...	...	7,240	0	0	691	0	10	613	3	4	
61,435	5	0	...	..		90	0	0	8,425	13	0	603	0	6	529	9	10	(a) Delhi College closed from 1st April 1877.
64,767	11	0	72	8	0	3,930	6	0	2,072	9	0	182	9	4	166	14	10	
72,972	14	0	87	0	0	3,552	10	0	2,293	13	0	231	6	4	214	0	0	
1,01,053	15	0	33,586	10	0	81,656	13	0	29,381	6	0	14	0	2	5	12	3	
1,00,694	13	0	31,793	4	0	91,421	12	0	34,265	1	0	10	10	9	4	2	6	
5,689	15	0	6,795	8	0	2,08,643	13	0	10,366	7	0	4	10	5	0	1	10	
4,492	6	0	5,964	3	0	2,11,443	3	0	10,213	10	0	3	15	6	0	1	3	
200	2	0	3,478	14	0	8,279	12	0	3,078	4	0	5	14	9	0	1	3	
215	11	0	3,045	5	0	7,950	14	0	3,369	15	0	3	10	1	0	1	1	
19,869	11	0	...	...	...	12,373	7	0	228	15	0	130	14	11	80	1	10	
16,353	4	0	...	...	.	10,682	4	0	...	.	.	141	8	9	85	9	10	
6,113	0	0	...	...	...	...	...	...	262	13	0	2	2	9	2	1	3	
6,199	10	0	...	...	...	...	...	..	336	7	0	2	15	6	2	13	0	
14,126	5	0	...	...	...	...	...	..	1,190	3	0	325	14	0	300	9	0	
18,710	14	0	...	..		...	.	.	128	10	0	294	7	4	291	11	6	
2,68,849	4	0	43,933	8	0	3,14,884	3	0	53,720	9	0	...	.	..	...	..	.	
2,76,074	13	0	40,889	12	0	3,25,140	11	0	59,033	5	0	...	...	...	...		.	
32,817	0	0	...	...	...	...	...	..	52,837	14	0	53	11	0	20	11	0	
31,089	0	0	...	...	...	...	..	..	57,332	10	0	37	0	0	13	0	0	
47,420	4	0	...	...	...	720	1	0	53,122	2	0	28	3	2	13	3	3	
47,905	1	0	...	...	..	429	11	0	58,996	4	0	20	7	9	9	2	3	
27,148	14	0				1,924	3	0	46,327	9	0	8	0	7	2	14	1	
26,717	12	0	...	..	.	1,775	0	0	48,122	6	0	6	10	8	2	5	3	
27,667	3	0	932	8	0	2,359	14	0	56,948	12	0	17	8	0	5	6	2	
27,605	6	0	...	...		2,368	15	0	62,703	5	0	12	9	10	3	12	7	
15,382	7	0	...	...	.	91	8	0	9,294	7	0	117	6	2	72	14	5	
16,042	15	0	...	..	.	...	.	..	10,131	9	0	103	7	3	63	6	6	
21,000	0	0	...	.	.	...	..	.	22,240	13	0	...		..	...		.	
21,000	0	0	...	...	..	...	..	..	23,758	0	0	...	.	..	...	..		
559	8	0	...	..	..	..	..	.	...	..	..	...	.	...	...	.	...	
559	8	0	...	..	..	...	.	.	...	...	...	...	..	..	...	.	.	
1,71,995	4	0	932	8	0	5,095	10	0	2,42,271	9	0	...	...	...	...	.	...	
1,70,919	10	0	...	.		4,573	10	0	2,61,044	2	0	..	...	..	...	.	..	
2,16,580	9	0	...	.	.	2,866	2	0	347	2	0	..	.	.	...	.	.	
2,25,629	5	0	...	..	.	3,213	7	0	204	2	0	...	...	...	...	.	..	
60,876	9	0	289	0	0	65,897	9	0	9,013	8	0	...	..		...	...	...	
13,933	14	0	...	.	.	43,391	11	0	20,464	0	0	...	...		...	...	..	
2,77,457	2	0	289	0	0	68,763	11	0	9,360	10	0	...	.	..	...	.	.	
2,39,563	3	0	...	...	.	46,605	2	0	20,668	2	0	..	...	...	...	.	.	
7,18,301	10	0	45,155	0	0	8,88,743	8	0	3,05,552	12	0	...	..	.	...		.	
6,86,557	10	0	40,889	12	0	8,76,319	7	0	3,40,745	9	0	...	...	...	...		..	

Statement of Government Colleges

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16		17	
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*					
DISTRICT.	COLLEGE.	Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.		General Local Fund.	
Delhi ...	1 Government College (*a*)	...	...	...	...	...	...	...	...	...	3	2	...	3,021	11	...	...	...	...
Lahore ...	2 Government College ...	...	92	13	11	...	116	116	99	20	6	3	Rs. 2	58,413	10	...	90	...	...
	TOTAL ...	...	92	13	11	...	116	116	99	20	9	5	...	61,435	5	...	90	...	...

(*a*) The Delhi College was closed from the 1st April 1877.

Total Expenditure ... ...

Deduct.—Expenditure on scholarships from Provincial Services ... ...

Do. do. from Punjab University College ... ...

Do. do. from District Fund ... ...

Do. do. from Gubbins' Scholarships ... ...

Do. do. from Municipal Fund ... ...

Do. do. from Dalip Singh's Fund ... ...

Amount shown in Imperial Return No. 3, *exclusive* of expenditure on

in the Punjab for the year 1877-78.

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from								*Number of pupils instructed in*						
Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	TOTAL.	Total Expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí, Lande, Mahájaní, &c., &c.	Arabic.	Persian.	Sanskrit.
35	...	1 8	...	...	...	3,058 3	3,058 3	...	...	...	...	...	...	...
...	480	65	...	1,803	6,041 5	66,892 15	66,892 15	116	...	...	...	17	63	36
35	480	66 8	...	1,803	6,041 5	69,951 2	69,951 2	116	...	...	...	17	63	36

... ...	Rs. 60,951-2-0	
... ...	6,483-6-0	
... ...	6,041-5-0	
... ...	90-0-0	
... ...	35-0-0	
... ...	66-8 0	
... . .	480-0-0	= 13,196-3-0
scholarships		56,754-15-0

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16		
		No. of pupils on rolls at the close of the year.									*Teachers.*			*Received*					
DISTRICT.	SCHOOL.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.			District Funds.		
	Umballa Circle.																		
Delhí ...	1 Upper District School ...	...	65	11	1	...	77	83	76	17	2	4	12 as. to 5 Rs	16,132	11	0	115	5	0
Gurgáon ...	1 High Vernacular School,	...	8	...	...	...	8	8	7	18	...	2	4 annas	32	4	0	1,463	3	0
Ludhiána ...	1 High Vernacular School,	...	30	26	6	...	62	63	58	19	...	5	4 as. to 1 Re.	7,415	9	0	1,376	3	0
	3 Total ...	...	103	37	7	...	147	156	141	18	2	11	...	23,580	8	0	2,954	11	0
	Lahore Circle.																		
Hoshiárpur,	1 Upper District School ...	1	21	7	1	...	30	34	32	18	...	5	12 as. to 5 Rs.	9,514	2	0	210	10	0
Amritsar ...	1 Ditto ...	...	22	14	10	...	46	59	56	17	3	3	Ditto.	13,700	1	0	...	...	...
Lahore ...	1 Ditto ...	2	54	12	9	1	78	91	73	17	2	4	Ditto.	14,838	13	0	175	5	0
	3 Total ...	3	97	33	20	1	154	184	161	17	5	12	...	37,053	0	0	385	15	0
	Rawalpindi Circle.																		
Gujrát ...	1 Upper District School ...	1	19	6	8	...	34	34	29	19	2	2	12 as. to 3¼ Rs	9,038	8	0	212	0	0
	Multán Circle.																		
Jhang ...	1 Upper District School (*b*)	...	5	1	...	...	6	6	5	18	...	2	12 annas	3,039	15	0	...	...	...
D. G. Khan,	1 Ditto (*c*) ...	...	...	...	...	...	...	...	...	...	...	...	...	260	15	0	...	...	...
	2 Total ...	...	5	1	...	...	6	6	5	18	...	2	...	3,300	14	0	...	...	...
	9 Grand Total ...	4	224	77	35	1	341	380	336	18	9	27	...	72,972	11	0	3,552	10	0
	Deduct Scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	13,121	8	0	1,686	4	0
	Amount shewn in Table B 3	...	...	...	...	...	...	...	...	...	...	...	...	59,851	6	0	1,866	6	0

(*a*). Rs. 153-11-0 expended and the rest credited to Government.
(*b*). Upper Department opened from 1st April 1877.
(*c*). Upper Department closed from 1st April 1877.

Higher Class for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Fund not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Lande, Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.
87 0 0	... ...	... ...	630 0 0	... ...	1,147 5 0	... ...	16,965 0 0	16,965 0 0	77	...	...	...	21	59	33
... ...	... ...	... ...	45 1 0	... ...	 0	... ...	1,540 11 0	1,540 11 0	...	8	...	...	...	8	...
... ...	... ...	... ...	1,001 5 0	... ...	(a) 448 11 0	... ...	9,946 12 0	9,946 12 0	62	62	...	...	57	57	...
87 0 0	... ...	... ...	1,676 9 0	.. ..	1,602 4 0	... ...	28,452 7 0	28,452 7 0	139	70	...	...	78	124	33
... ...	... ...	... ...	45 10 0	... ...	401 0 0	... ...	8,770 6 0	8,770 6 0	30	...	...	...	3	30	8
... ...	... ...	... ...	417 15 0	... ...	814 12 0	... ...	14,118 0 0	14,118 0 0	46	...	...	...	9	30	7
... ...	... ...	... ...	... .	... ...	1,088 15 0	... ...	15,014 2 0	15,014 2 0	78	...	...	...	13	36	6
... ...	... ...	... ...	463 9 0	... ...	2,304 11 0	.. ..	37,902 8 0	37,902 8 0	154	...	...	...	25	96	21
... ...	... ...	... ...	... ...	... ...	357 3 0	... .. .	9,250 8 0	9,250 8 0	29	...	...	...	3	8	17
	... ...	... ...	... ...	... ...	49 12 0	... .. .	3,039 15 0	3,039 15 0	6	...	...	...	...	6	...
... ...	... ...	... ...	... ...	... ...	4 10 0	.. ..	260 15 0	260 15 0	...	...	...	...	...	...	...
... .	... ...	... ...	... ...	... ...	51 6 0	... ...	3,300 14 0	3,300 14 0	6	...	...	...	...	6	...
87 0 0	... ...	... ...	2,140 2 0	... ...	4,318 8 0	... ...	78,906 5 0	78,906 5 0	328	70	...	...	106	234	71
87 0 0	... ...	... ...	1 413 3 0	... ...	... ...	... ...	16,307 15 0	16,307 15 0	...	...	...	...	...	...	...
... ...	... ...	... ...	726 15 0	... ...	4,318 8 0	... ...	62,598 6 0	62,598 6 0	...	...	...	...	...	...	...

Statement of Government Schools of the Middle

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*	
DISTRICT.	School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.	District Funds.
	Umballa Circle.														
Delhí ...	1 District School ...	...	219	29	...	...	243	226	205	12	1	10	6 as. to 5 Rs.	7,852 5	71 12
Do. ...	2 Anglo-Arabic School ...	...	6	150	...	...	156	128	117	13	...	6	1 as. to 1 Re.	.. ...	... ...
Gurgáon ...	3 District School Rewári ...	...	112	18	2	..	132	112	101	15	...	6	6 as. to 2 Rs.	3,377 4	354 11
Karnal ...	4 District School ...	...	77	31	...	...	108	87	76	14	1	4	6 as. to 1 Re.	4,971 14	987 15
Hissar ...	5 District School Bhiwání ...	...	75	7	...	...	82	67	52	15	...	4	1 an. to Re. 1-8	1,980 4	82 14
Rohtak ...	6 District School ...	1	99	14	...	...	114	93	79	14	..	5	1 an. to 4½ Rs	3,128 9	546 7
Umballa ...	7 District School Jagádhrí...	1	110	24	3	...	138	121	103	14	...	5	6 as. to 1 Re.	3,668 4	178 10
Do. ...	8 Ditto Rúpar ...	...	59	32	13	...	104	74	60	14	...	4	3 as. to 1 Re.	2,555 10	363 1
Ludhiána ...	9 High Vernacular School ...	...	42	89	4	...	135	105	90	15	...	4	2 as. to 1 Re.	1,636 3	558 5
Simla ...	10 District School ...	...	12	10	...	...	22	21	42	16	..	4	6 as. to 1½ Rs.	2,301 2	... ...
	Total ...	2	806	404	22	..	1,234	1,064	925	14	2	52	...	31,474 7	3,143 11
Delhí ...	1 Arab Sarai ...	...	56	50	...	...	106	101	77	12	...	3	1 to 3 annas.	17 ...	817 3
	2 Najafgarh ...	...	140	24	...	...	164	163	140	12	...	5	1 to 6 annas.	40 ...	672 14
	3 Sonepat ...	...	101	23	1	...	125	114	96	12	...	4	1 an. to 1 Re.	266 ...	484 12
	4 Ballabgarh ...	...	167	21	...	...	188	145	120	11	...	4	1 to 3 annas.	55 ...	469 2
	5 Faridabád ...	...	77	40	3	..	120	113	99	11	...	3	Do.	25 ...	345 11
	6 Haveli Pálam ...	...	103	5	...	...	108	98	83	11	...	4	Do.	24 ...	863 0
	7 Mahraulí ...	...	66	37	...	...	103	102	81	11	...	3	1 to 4 annas.	25 ...	913 5
	Total ...	...	710	200	4	...	914	836	696	11	...	26	...	452 ...	4,595 15
Gurgáon ...	1 High Ver. Sch., Middle Dept.	...	112	22	1	...	135	119	125	13	...	5	1 to 4 annas.	... ..	1,162 13
	2 Hasanpur ...	...	102	58	...	...	160	152	115	10	...	4	one anna.	8 ...	954 3
	3 Punahána ...	...	77	23	...	...	100	100	73	10	...	4	1 to 4 annas.	31 ..	930 1
	4 Nagina ...	...	64	31	...	...	95	79	66	10	...	4	Do.	... ..	903 5
	5 Núh ...	...	58	34	...	...	92	90	77	12	...	3	one anna.	23 12	909 3
	6 Palwal ...	...	134	43	...	...	177	172	148	11	...	4	Do.	... ...	340 3
	7 Firozpur Jhirka ...	...	77	52	...	...	129	147	123	11	...	4	1 to 2 annas.	... ...	293 15
	8 Farrukhnagar ...	...	67	21	...	...	88	87	70	11	..	3	Do.	... ...	329 11
	9 Sohna ...	...	81	45	...	...	126	112	98	11	...	4	one anna.	... ...	698 10
	Total ...	...	772	329	1	..	1,102	1,079	890	11	...	35	...	62 12	6,522 0
Karnál ...	1 Kaithal ...	...	189	44	2	...	235	232	193	11	...	8	1 to 4 annas.	508 0	173 0
	2 Panipat ...	...	94	68	1	..	163	163	150	12	...	6	Do.	43 0	1,532 1
	3 Pundrí ...	...	75	42	...	...	117	114	101	12	...	3	Do.	16 0	510 0
	4 Kunjpúra ...	...	94	70	...	...	164	126	107	13	..	3	Do.	25 0	391 12
	Total ...	...	452	224	3	...	679	635	551	12	...	20	...	592 0	2,606 13
Hissár ...	1 Hissár ...	...	87	24	...	...	111	122	106	14	...	4	1 to 2 annas.	292 10	572 13
	2 Hánsi ...	...	66	19	...	...	85	85	65	14	..	4	Do.	305 0	76 5
	3 Tohána ...	...	65	27	...	...	92	75	68	11	...	3	Do.	16 6	375 15
	Total ...	...	218	70	...	...	288	282	239	13	...	11	...	614 0	1,025 1
Rohtak ...	1 Gohána ...	...	114	51	1	...	166	162	141	13	...	4	1 to 4 annas.	9 0	656 10
	2 Bahádurgarh ...	...	108	45	...	..	153	173	140	11	...	5	1 to 2 annas.	17 0	407 5
	3 Mahm ...	...	118	42	...	...	160	155	126	11	...	4	Do.	8 0	833 12
	4 Badli ...	...	76	12	...	...	88	80	61	12	...	3	6 pies to 1 an.	6 0	688 3
	Total ...	...	416	150	1	..	567	570	468	12	..	16	...	40 0	2,585 14
Sirsá ...	1 Sirsá ...	...	139	27	10	...	176	158	130	10	..	8	1 anna.	612 0	165 7
	2 Fazilká ...	...	71	15	1	...	87	114	94	11	...	4	1 to 8 annas.	5 0	... ...
	Total ...	...	210	42	11	...	263	272	224	11	...	12	...	617 0	165 7
Umballa ...	1 Sháhábád ...	...	62	81	13	...	156	159	141	10	...	4	1 to 6 anas.	64 0	179 12
	2 Thanesar ...	...	94	12	4	...	110	119	93	10	...	4	Do.	12 0	403 12
	3 Ládwa ...	...	110	8	1	..	119	114	95	10	..	3	Do.	4 0	241 15
	4 Búriya ...	...	79	19	5	...	103	103	93	13	...	4	Do.	31 0	215 0
	5 Bilaspúr ...	...	51	25	1	...	77	76	67	12	...	3	Do.	25 0	610 2
	6 Sádhaurá ...	...	83	81	3	..	167	169	153	10	...	5	Do.	16 0	312 11
	7 Manimajra ...	...	65	11	6	..	82	69	65	11	...	3	Do.	70 0	661 4
	8 Morinda ...	..	40	37	17	..	94	88	73	11	...	3	Do.	16 0	611 15
	9 Mulána ...	...	90	28	2	...	120	111	95	11	...	4	Do.	32 0	701 14
	10 Narámgarh ...	...	116	36	1	...	153	141	132	10	...	4	Do.	20 0	622 0
	11 Kharrar ...	..	101	41	10	...	158	148	132	10	...	5	Do.	17 0	612 5
	Total ...	...	891	382	63	...	1,339	1,297	1,139	11	..	42	...	307 0	5,202 10

Class in the Punjab for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
from									*Number of pupils instructed in*							
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdu.	Hindi (Nágrí.)	Hindi (Lande, Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
...	22 8	...	30 0	...	1,428 10	...	7,076 9	7,076 9	243	243	...	...	...	243	...	
5,182 10	...	...	...	...	*412 1	...	*5,483 1	5,483 1	156	156	...	...	114	156	...	Rs. 300-7-0 expended; the rest in deposit.
...	...	...	10 0	...	685 3	...	3,741 15	3,741 15	132	132	...	...	...	132	...	
...	22 2	...	...	...	491 3	...	5,984 15	5,984 15	108	108	...	...	...	108	...	
...	118 13	...	120 0	...	309 0	...	2,183 2	2,183 2	82	82	...	...	...	82	...	
...	...	...	...	...	407 0	...	3,793 13	3,793 13	114	114	...	...	...	114	...	
...	...	...	...	...	655 8	...	3,846 14	3,846 14	138	138	...	...	...	138	...	
...	...	...	...	...	435 3	...	2,918 11	2,918 11	104	104	...	...	...	104	...	
...	...	...	577 6	...	†365 6	...	2,786 14	2,786 14	93	135	...	...	...	135	...	† Rs. 15 expended; and the rest credited to Government.
...	...	...	...	...	302 8	...	2,301 2	2,301 2	22	22	...	...	...	22	...	
5,182 10	163 7	...	737 6	...	5,491 10	...	41,017 0	41,017 0	1,192	1,234	...	...	114	1,234	...	
...	...	...	...	...	38 13	...	864 3	864 3	...	106	...	...	...	61	...	
144 0	...	...	360 0	...	133 3	...	1,216 14	1,216 14	...	164	...	89	...	89	...	
108 0	...	...	449 8	...	99 8	...	1,308 4	1,308 4	53	125	...	...	...	81	...	
128 0	...	...	319 0	...	66 15	...	971 2	971 2	...	188	...	65	...	89	...	
108 0	...	...	231 13	...	56 8	...	710 8	710 8	...	120	...	...	...	60	...	
...	...	...	...	...	44 1	...	887 0	887 0	...	108	...	42	...	60	...	
...	...	...	...	...	37 6	...	938 5	934 5	...	103	...	...	...	56	...	
488 0	...	...	1,360 5	...	476 6	...	6,896 4	6,896 4	53	914	...	194	...	496	...	
...	...	...	...	...	143 9	...	1,162 13	1,162 13	...	135	...	...	...	101	...	
...	...	...	...	...	32 5	...	962 3	962 3	...	120	48	...	...	68	...	
...	...	...	...	...	46 14	...	961 1	961 1	...	32	38	...	...	30	...	
...	...	...	...	...	33 5	...	903 5	903 5	...	64	40	...	...	35	...	
...	...	...	...	...	38 8	...	932 15	932 15	...	92	...	...	...	53	...	
310 0	...	...	518 2	...	166 5	...	1,168 5	1,168 5	...	145	42	...	...	106	...	
...	...	...	695 2	...	90 14	...	989 1	989 1	...	110	...	19	...	55	...	
220 0	...	...	487 14	...	65 8	...	1,037 9	1,037 9	...	88	...	...	...	54	...	
...	...	...	209 10	...	75 15	...	908 4	908 4	...	92	34	...	...	59	...	
530 0	...	...	1,910 12	...	693 3	...	9,025 8	9,025 8	...	878	202	19	...	551	...	
1,127 0	...	...	604 8	...	170 8	...	2,412 8	2,412 8	32	197	15	50	...	65	...	
840 0	...	...	...	...	109 12	...	2,415 1	2,415 1	...	132	...	81	...	81	...	
81 0	...	...	...	...	21 0	...	610 0	610 0	...	117	...	...	...	37	...	
432 0	...	...	60 0	...	46 3	...	908 12	908 12	...	64	...	60	...	40	...	
2,483 0	...	...	664 8	...	356 7	...	6,346 5	6,346 5	32	510	15	141	...	226	...	
340 12	...	...	280 0	...	94 13	...	1,486 3	1,486 3	54	22	...	...	...	89	...	
642 3	...	...	300 0	...	45 4	...	1,323 8	1,323 8	25	41	...	...	...	44	...	
191 12	...	...	...	...	13 4	...	581 1	581 1	...	37	...	25	...	30	...	
1,174 11	...	...	580 0	...	153 5	...	3,393 12	3,393 12	79	100	...	25	...	163	...	
305 6	...	...	158 0	...	114 6	...	1,124 0	1,124 0	...	164	...	2	...	80	...	
500 0	...	...	250 0	...	41 0	...	1,174 5	1,174 5	...	122	55	...	...	67	...	
...	...	...	...	...	35 12	...	841 12	841 12	...	126	27	18	...	70	...	
...	...	...	...	...	5 5	...	691 3	694 3	...	66	27	...	...	46	...	
805 6	...	...	403 0	...	196 7	...	3,834 4	3,834 4	...	478	109	20	...	263	...	
548 15	...	...	1,097 6	...	63 1	...	2,423 12	2,423 12	49	176	...	56	...	82	...	
237 11	...	...	887 8	...	37 13	...	1,130 3	1,130 3	20	27	...	33	...	32	...	
786 10	...	...	1,984 11	...	100 14	...	3,553 15	3,553 15	69	203	...	89	...	114	...	
480 14	...	...	293 13	...	105 9	...	1,018 7	1,018 7	...	126	...	30	...	82	...	
205 14	...	...	146 0	...	36 6	...	767 10	767 10	...	79	43	...	...	31	...	
238 14	...	...	113 4	...	59 3	...	598 1	598 1	...	84	...	45	...	39	...	
211 14	...	...	166 12	...	66 15	...	687 10	687 10	...	71	...	32	...	50	...	
...	...	...	...	...	54 2	...	635 2	635 2	...	77	...	...	...	57	...	
381 5	...	...	215 10	...	92 7	...	928 10	928 10	...	108	...	95	...	76	...	
...	...	...	...	...	38 10	...	731 4	731 4	...	82	...	...	...	51	...	
...	...	...	...	...	56 4	...	627 15	627 15	...	94	...	...	...	49	...	
...	...	...	...	...	27 15	...	733 14	733 14	...	85	...	45	...	57	...	
...	...	...	...	...	27 12	...	642 0	642 0	...	101	...	52	...	61	...	
185 6	...	...	95 4	...	39 0	...	909 15	909 15	...	115	...	43	...	65	...	
1,740 3	...	...	1,030 11	...	584 3	...	8,280 8	8,280 8	...	1,022	43	342	...	618	...	

Statement of Government Schools of the Middle

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15		16	
			Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*			
DISTRICT.		SCHOOL.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls Monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.	
		Umballa Circle—(Contd.)																
Ludhiána ...	1	Gujarwál ...	...	34	16	93	...	143	139	125	12	...	3	1 to 6 anas.	26	0	830	3
	2	Raepúr ...	...	44	11	47	...	102	103	86	12	...	3	Do.	13	0	764	14
	3	Malaudh ...	...	41	15	29	...	85	85	76	12	...	3	Do.	17	0	475	0
	4	Sudi ...	...	46	17	43	...	106	101	89	11	...	3	Do.	11	0	657	15
	5	Máchiwára ...	...	101	50	9	...	160	149	134	12	...	4	Do.	.....	...	310	8
	6	Dharror ...	...	72	6	91	...	169	148	128	13	...	3	Do.	12	0	676	14
	7	Bir Khurd ...	...	14	4	17	..	35	56	50	11	...	2	Do.	24	0	298	10
	8	Badowál ...	...	63	14	61	...	138	129	107	11	...	3	Do.	20	0	638	11
	9	Jagráon ...	..	99	80	19	..	198	190	174	14	...	6	Do.	.....	...	410	3
	10	Raikot ...	...	137	52	10	...	199	182	157	10	...	5	Do.	.....	...	414	7
	11	Khaunán ...	..	137	29	35	...	201	179	158	11	...	5	Do.	.....	...	251	8
		Total ...	...	788	294	454	...	1,536	1,461	1,284	12	...	40	...	123	0	5,728	13
	51	Total of Vernacular Schools,	...	4,460	1,691	537	...	6,688	6,432	5,491	12	...	202	...	2,807	12	28,432	9
	61	Grand Total of Umballa Cir.,	2	5,266	2,095	559	...	7,922	7,496	6,416	13	2	254	...	34,282	3	31,576	4
		Lahore Circle.																
Jullundur ...	1	District School Ráhon ...	...	94	46	10	...	150	116	100	14	...	6	2 as. to 1¼ Rs.	3,072	3	584	4
Hoshiárpúr ...	2	District School ...	1	122	18	4	.	145	126	110	14	...	6	6 ans. to 3 Rs.	3,225	1	734	4
Kángra ...	3	District School Núrpúr ...	...	50	19	.....	.	69	58	50	14	...	4	2 to 6 anas.	2,514	10	181	4
Amritsar ...	4	District School ...	...	144	68	45	...	257	232	204	14	1	10	6 ans. to 1 Re.	7,009	5	1,462	6
Gurdáspúr ...	5	District School ...	2	83	46	20	...	151	142	125	14	...	8	Do.	4,462	13	1,693	6
	6	District School Batála ...	...	74	36	6	...	116	88	76	15	...	5	3 as. to 1¼ Rs.	2,839	9	159	10
Lahore ...	7	District School ...	1	189	102	26	...	318	226	194	16	1	10	6 as. to 2½ Rs.	8,270	9	1,789	15
Gujránwalá ...	8	District School ...	1	69	36	25	..	131	95	83	18	1	4	2 as. to 1¼ Rs.	3,002	1	596	3
Ferozepore ..	9	District School ...	...	101	54	15	...	170	156	130	13	...	8	3 as. to 3¼ Rs.	2,650	15	194	11
		Total ...	5	926	425	151	...	1,567	1,239	1,072	15	3	61	...	37,047	2	7,395	15
Jullundur ...	1	Kartárpur ...	...	111	37	.....	9	157	135	119	10	...	6	1 to 6 anas.	387	13	805	7
	2	Nawashahr ...	...	139	18	...	...	157	150	130	12	...	5	1 to 2 anas.	4	2	599	8
	3	Bunga ...	...	70	24	32	...	126	128	123	12	...	4	1 to 2 anas.	19	6	813	0
	4	Nakodar ...	...	200	45	7	...	252	217	186	11	...	6	Do.	13	13	794	4
	5	Phillour ...	...	89	54	.....	15	158	138	112	11	...	4	Do.	13	7	606	6
	6	Pharala ...	...	53	24	3	...	80	82	71	11	...	3	Do.	27	10	636	15
	7	Núr Mahal ...	...	135	28	.....	8	171	151	128	13	...	5	Do.	35	1	575	6
	8	Adampúr ...	...	62	75	.....	9	146	122	109	13	...	3	1 to 4 anas.	55	13	561	4
	9	Musapúr ...	...	51	32	4	...	87	82	76	12	...	3	1 to 2 anas.	0	13	374	8
		Total ...	...	910	337	46	41	1,334	1,205	1,054	12	...	39	...	557	14	5,796	10
Hoshiárpúr,	1	Hariána ...	...	100	53	4	..	157	144	122	13	...	4	1 to 2 anas.	.....	...	790	15
	2	Dusúah ...	...	57	49	9	..	115	114	100	11	...	3	Do.	.....	...	219	2
	3	Uná ...	...	119	9	12	2	142	137	121	11	...	4	Do.	.....	...	741	15
	4	Urmurán ...	...	74	51	.....	..	125	115	104	11	...	4	Do.	.....	...	388	13
	5	Tánda ...	...	66	73	8	...	147	144	126	10	...	4	Do.	.....	...	560	15
	6	Mukerián ...	...	63	32	1	...	96	90	80	12	...	3	Do.	.....	...	48	11
	7	Garhshankar ...	...	59	100	5	...	164	143	135	12	...	4	Do.	.....	...	1,040	1
	8	Mahilpúr ...	...	108	27	9	3	147	134	120	10	...	4	Do.	.....	...	541	10
		Total ...	...	646	394	48	5	1,093	1,021	908	11	...	30	...	.....	...	4,332	2
Kángra ...	1	Pálampur ...	...	93	5	.....	...	98	101	68	13	...	6	1 ana.	.....	...	1,307	8
	2	Sujánpur ...	...	140	29	.....	...	169	172	140	12	...	4	Do.	.....	...	630	3
	3	Nádaun ...	..	67	28	.....	..	95	99	78	11	...	3	Do.	.....	...	608	1
		Total ...	...	300	62	.....	...	362	372	286	12	...	13	...	.....	...	2,545	12
Amritsar ...	1	Vairowál ...	...	60	25	26	..	111	108	79	10	...	4	1 ana.	.....	...	259	7
	2	Batála ...	...	23	18	65	...	106	89	82	10	...	3	Do.	.....	...	539	7
	3	Fatehabád ...	...	51	32	32	..	115	114	103	10	...	4	Do.	.....	...	627	4
	4	Jalálabad ...	...	67	37	.....	...	104	102	85	10	...	3	Do.	.....	...	621	10
	5	Ram Dás ...	...	80	16	6	...	102	98	78	10	...	3	Do.	.....	...	169	7
	6	Taran Táran ...	...	49	16	47	..	112	104	84	10	...	5	Do.	.....	...	204	2
	7	Goindwál ...	...	28	26	26	...	80	76	61	10	...	3	Do.	.....	...	438	12
	8	Khiljián ...	...	21	39	.....	...	60	56	58	10	...	3	Do.	.....	...	603	0
		Total ...	...	379	209	202	...	790	747	615	10	...	28	...	.....	...	3,463	1

Class in the Punjab for the year 1877-78—(Continued.)

17	18	19	20	21	22	43	24	25	26	27	28	29	30	31	32	
from									*Number of pupils instructed in*							
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nágrí.)	Hindi (Lande, Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
.....	.....	.....	.....	.....	135 3	.....	856 3	856 3	.....	143	.....	.....	.....	95	....	
.....	.....	.....	.....	.....	95 6	.....	777 14	777 14	.....	102	.....	.....	.....	61	....	
.....	.....	120 0	.....	.....	95 5	.....	612 0	612 0	.....	85	.....	.....	.....	49	....	
.....	.....	.....	.....	.....	46 12	.....	668 15	668 15	.....	106	.....	.....	.....	58	....	
384	.....	.....	300 0	.....	187 6	.....	994 8	994 8	.....	160	.....	.....	.....	91	....	
.....	.....	.....	.....	.....	122 4	.....	688 14	688 14	.....	169	.....	.....	.....	71	....	
.....	.....	120 0	.....	.....	65 4	.....	442 10	442 10	.....	35	.....	.....	.....	25	....	
.....	.....	.....	.....	.....	108 1	.....	658 11	658 11	.....	138	.....	.....	.....	95	....	
516	.....	.....	420 0	.....	282 10	.....	1,346 3	1,346 3	.....	198	.....	.....	.....	120	....	
456	.....	.....	300 0	.....	195 12	.....	1,170 7	1,170 7	.....	199	.....	.....	.....	84	....	
564	.....	.....	300 0	.....	227 1	.....	1,115 8	1,115 8	.....	201	.....	.....	.....	87	....	
1,920	.....	240 0	1,320 0	.....	1,511 0	.....	9,331 13	9,331 13	.....	1,536	.....	.....	.....	836	....	
9,927 14	.....	240 0	9,254 2	.....	4,071 13	.....	50,662 5	50,662 5	233	5,641	369	830	....	3,267	....	
15,110 8	163 7	240 0	9,991 8	.....	9,563 7	.....	91,679 5	91,679 5	1,425	6,875	369	830	114	4,701	....	
.....	.....	.....	.....	.....	571 4	.....	3,656 7	3,656 7	150	150	.....	.....	.....	150	....	
.....	.....	.....	106 8	.....	775 15	.....	4,065 8	4,065 8	145	145	.....	.....	16	145	129	
.....	.....	.....	53 15	.....	136 10	.....	2,749 13	2,749 13	69	35	.....	.....	.....	69	....	
.....	.....	.....	287 4	.....	1,503 13	.....	8,758 15	8,758 15	257	257	.....	.....	.....	257	....	
.....	.....	.....	.....	.....	813 7	.....	6,156 3	6,156 3	151	57	.....	.....	49	151	74	
.....	.....	.....	82 9	.....	498 0	.....	3,081 12	3,081 12	116	116	.....	.....	.....	116	....	
.....	.....	.....	31 6	.....	1,650 9	.....	10,091 14	10,091 14	315	318	.....	.....	60	318	220	
.....	.....	.....	14 12	.....	528 14	.....	3,613 0	3,613 0	131	131	.....	.....	.....	131	....	
.....	.....	.....	661 13	.....	*937 7	.....	3,854 13	3,854 13	170	170	.....	.....	.....	170	....	* Rs. 347-6 expended in the School.
.....	.....	.....	1,237 14	.....	7,415 15	.....	46,028 5	46,028 5	1,507	1,379	.....	.....	125	1,507	423	
509	.....	.....	369 0	.....	218 0	.....	2,071 4	2,071 4	73	157	.....	.....	.....	89	....	
360	.....	.....	199 8	.....	85 0	.....	1,163 2	1,163 2	19	138	.....	.....	.....	94	....	
300	.....	.....	170 8	.....	125 8	.....	1,332 14	1,332 14	.....	126	.....	.....	.....	85	....	
480	.....	.....	238 12	.....	113 10	.....	1,526 13	1,526 13	.....	206	.....	52	....	144	....	
348	.....	.....	295 8	.....	127 1	.....	1,263 5	1,263 5	.....	158	.....	.....	.....	103	....	
.....	.....	.....	.....	.....	43 0	.....	664 9	664 9	.....	80	.....	.....	.....	52	....	
240	.....	.....	369 0	.....	110 0	.....	1,219 7	1,219 7	106	171	.....	.....	.....	134	....	
180	.....	.....	84 9	.....	60 4	.....	881 10	881 10	.....	146	.....	.....	.....	120	....	
.....	.....	.....	.....	.....	29 8	.....	375 5	375 5	.....	87	.....	.....	.....	72	....	† Raised to the grade of Middle School on 1st July 1877.
2,417	.....	.....	1,726 13	.....	911 15	.....	10,498 5	10,498 5	198	1,269	.....	52	....	893	....	
.....	.....	.....	380 4	.....	42 12	.....	1,171 3	1,171 3	.....	157	.....	.....	.....	140	....	
208 5	.....	.....	174 18	.....	78 12	.....	602 4	602 4	.....	115	.....	.....	.....	76	....	
129 8	.....	.....	91 3	.....	53 8	.....	962 10	962 10	.....	124	39	.....	.....	81	....	
217 8	.....	.....	149 0	.....	68 11	.....	755 5	755 5	.....	125	.....	.....	.....	84	....	
249 13	.....	.....	153 10	.....	95 12	.....	964 6	964 6	.....	147	.....	.....	.....	132	....	
248 0	.....	.....	133 15	.....	70 11	.....	430 10	430 10	.....	96	.....	.....	.....	55	....	
.....	.....	.....	.....	.....	43 10	.....	1,040 1	1,040 1	.....	164	.....	.....	.....	139	....	
.....	.....	.....	.....	.....	40 15	.....	541 10	541 10	.....	147	.....	.....	.....	95	....	
1,063 2	.....	.....	1,082 13	.....	494 11	.....	6,468 1	6,468 1	.....	1,078	39	.....	.....	802	....	
.....	.....	120 0	.....	160 0	72 2	.....	1,587 8	1,587 8	33	98	13	.....	.....	51	46	
425 9	.....	.....	132 0	.....	9 0	.....	1,187 3	1,187 3	.....	118	41	10	....	60	5	
.....	.....	.....	60 0	.....	8 9	.....	668 1	668 1	.....	79	6	10	....	49	....	
425 0	.....	120 0	192 0	160 0	86 11	.....	3,442 12	3,442 12	33	295	60	20	....	169	51	
315 3	.....	.....	235 4	.....	60 0	.....	809 14	809 14	.....	111	.....	.....	.....	91	....	
.....	.....	.....	.....	.....	36 0	.....	539 7	539 7	.....	106	.....	.....	.....	64	....	
.....	.....	.....	.....	.....	60 0	.....	627 4	627 4	.....	115	.....	.....	.....	71	....	
.....	.....	.....	.....	.....	42 0	.....	621 10	621 10	.....	104	.....	.....	.....	80	....	
204 6	.....	.....	166 3	.....	54 0	.....	540 0	540 0	.....	102	.....	.....	.....	68	....	
546 14	.....	.....	437 15	.....	74 1	.....	1,188 15	1,188 15	52	112	.....	.....	.....	75	....	
.....	.....	.....	.....	.....	24 0	.....	438 12	438 12	.....	80	.....	.....	.....	44	....	
.....	.....	.....	.....	.....	18 0	.....	603 0	603 0	.....	60	.....	.....	.....	46	....	
1,066 7	.....	.....	839 6	.....	368 1	.....	5,368 14	5,368 14	52	790	.....	.....	.....	539	....	

Statement of Government Schools of the Middle

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16	
			Number of pupils on rolls at the close of the year.								*Teachers.*			*Received*			
District.	School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.	
	Lahore Circle.—(Contd.)																
Gurdáspúr,	1 Dina Nagar ...	...	139	72	5	...	216	202	134	11	...	7	1 to 2 anas.	184	0	132	0
	2 Kalánaur ...	...	24	75	1	..	100	99	71	12	...	5	Do.	18	2	578	0
	3 Dera Nának ...	...	48	33	28	...	109	101	87	12	...	5	Do.	.....	...	494	4
	4 Kanjrúr ...	...	102	36	3	..	141	129	101	13	...	5	Do.	.....	...	1,305	8
	5 Sri Govindpúr ...	...	122	18	42	...	182	178	150	13	...	7	Do.	210	0	318	15
	6 Sujánpúr ...	1	59	48	13	1	122	124	104	10	...	5	Do.	.....	...	284	0
	Total ...	1	494	282	92	1	870	833	647	12	...	34	...	412	2	3,112	11
Siálkot ...	1 Zafarwál ...	...	81	64	5	...	150	140	119	11	...	5	1 ana	295	14	479	4
	2 Daska ...	...	52	49	3	...	104	101	77	11	...	3	Do.	.....	...	491	0
	3 Pasrúr ...	...	78	20	94	...	192	188	149	10	...	5	Do.	240	0	840	5
	4 Jamki ...	...	66	21	27	...	114	109	99	11	..	5	Do.	.....	...	518	9
	5 Qila' Sobhá Singh ...	...	35	53	2	...	90	84	69	12	...	3	Do.	.....	...	413	8
	6 Gota ...	...	44	25	9	...	78	76	63	11	...	3	Do.	.....	...	734	5
	7 Sankhatra ...	...	53	43	4	...	100	94	81	10	...	4	Do.	.....	...	471	3
	8 Sambhariál ...	...	66	63	11	...	140	138	114	11	...	4	Do.	.....	...	884	15
	Total ...	...	475	338	155	...	968	930	771	11	...	32	...	535	14	4,833	1
Lahore ...	1 Qasúr ...	...	145	159	17	...	321	339	287	13	...	10	1 ana to 1 Re.	597	0	771	0
	2 Patti ...	...	21	68	5	...	94	102	89	12	...	3	1 ana.	9	8	545	4
	3 Sharkpúr ...	...	63	79	13	...	155	157	134	10	...	3	Do.	18	7	691	8
	4 Chunián ...	...	119	26	25	...	170	188	151	10	...	3	1 to 2 anas.	36	9	801	0
	5 Bághbanpúr ...	...	20	96	16	..	132	129	117	13	...	3	1 ana.	.....	...	1,371	0
	6 Khem Karn ...	...	70	18	22	...	110	105	83	11	...	3	1 to 2 anas.	19	4	624	0
	Total ...	...	438	446	98	...	982	1,014	861	11	...	25	...	680	12	4,803	12
Gujránwála,	1 Háfizábád ...	...	118	21	12	...	151	146	125	12	...	3	1 to 2 anas,	9	15	708	6
	2 Rám Nagar ...	...	82	22	14	...	118	127	115	11	...	3	Do.	12	15	210	8
	3 Akálgarh ...	...	118	32	15	...	165	167	149	8	..	3	Do.	20	12	139	8
	Total ...	...	318	75	41	...	434	440	389	10	...	9	...	43	10	1,058	6
Ferozepore,	1 Kot Isá Khán ...	...	45	26	4	...	75	73	55	10	..	3	2 to 10 anas.	4	1	522	14
	2 Dharm Kot ...	...	46	58	4	...	108	111	86	12	..	4	Do.	10	5	650	15
	3 Zira ...	...	36	28	9	...	73	74	62	12	...	3	Do.	25	1	875	4
	4 Mogha ...	...	35	26	27	...	88	97	88	12	...	4	Do.	8	5	789	4
	5 Moodkee ...	...	18	8	14	...	40	61	52	10	...	3	Do.	7	9	592	13
	6 Bohar ...	...	28	5	43	...	76	79	69	12	..	3	Do.	4	9	527	0
	Total ...	...	208	151	101	..	460	493	412	11	...	20	...	59	14	3,958	2
	57 Total of Vernacular Schools	1	4,168	2,291	783	47	7,293	7,057	5,943	11	...	230	...	2,290	2	33,903	9
	66 Grand Total of Lahore Cr.	6	5,094	2,719	934	47	8,800	8,296	7,015	13	9	291	...	39,337	4	41,299	8
	Rawalpindi Circle.																
Jhelum ...	1 District School ...	...	60	43	17	3	123	115	93	13	1	4	6 as. to 1¼ Rs.	2,587	4	222	8
Gujrát ...	2 District School ...	1	102	73	18	...	189	169	138	15	...	10	2 as. to 1¼ Rs.	3,104	12	898	0
Shahpúr ...	3 District School Bhera ...	...	116	28	5	...	149	116	97	14	...	5	3 as. to 1 Re.	2,815	8	52	11
Hazará ...	4 District School Abbottabad	1	23	22	7	...	53	42	36	11	1	2	1 to 12 annas.	1,084	4	7	5
Kohat ...	5 District School ...	...	34	26	5	...	65	61	52	13	...	3	3 as. to 1 Re.	2,318	7	77	8
	Total ...	2	335	192	47	3	579	503	416	14	2	24	...	13,210	3	1,258	6
Rawalpindí	1 Pindí Gheb ...	...	96	29	6	...	131	132	116	13	...	3	3 ps. to 1 an.	25	0	602	5
	2 Kalar ...	...	50	81	58	...	189	167	134	12	...	3	Do.	6	3	540	7
	3 Gujar Khán ...	...	67	112	37	...	216	207	159	12	...	5	Do.	32	11	689	10
	4 Sukhu ...	...	34	75	79	...	188	185	170	12	...	4	Do.	6	13	541	1
	Total ...	...	247	297	180	...	724	691	579	12	...	15	...	70	11	2,373	7
Jhelum ...	1 Rotas ...	...	52	98	...	...	150	151	128	12	...	3	3 ps. to 1 an.	9	2	689	9
	2 Chakwál ...	...	106	47	22	...	175	176	165	11	..	4	Do.	9	2	715	8
	3 Pind Dadan Khán ...	...	252	53	20	...	325	320	290	12	...	9	Do.	625	...	106	0
	Total ...	...	410	198	42	...	650	647	583	13	...	16	...	643	4	1,511	1

Class in the Punjab for the year 1877-78—(Continued.)

17*	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
from									*Number of pupils instructed in*							
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagri.)	Hindi (Lande, Mahájni, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
210 0	...	...	1,025 12	...	112 0	...	1,581 12	1,581 12	14	216	26	64	...	68	18	
207 0	...	...	259 14	...	42 0	...	1,063 0	1,063 0	.....	100	...	.....	...	43	...	
243 0	...	...	413 0	...	64 8	...	1,180 4	1,180 4	.....	109	...	.....	...	61	...	
.....	...	...	.....	...	80 1	...	1,305 8	1,305 8	.....	141	...	.....	...	69	...	
96 0	...	...	821 13	...	187 14	...	1,446 14	1,446 12	55	182	...	56	...	79	...	
.....	...	...	434 2	...	52 4	...	718 2	718 2	4	122	...	33	...	44	...	Made a Middle School from 1st April 1877
786 0	...	...	2,984 9	...	538 11	...	7,295 6	7,295 6	73	870	26	153	...	361	18	
437 5	...	...	295 13	...	71 7	...	1,508 4	1,508 4	75	150	...	.....	...	99	...	
262 0	...	...	.....	...	30 11	...	753 0	753 0	.....	104	...	.....	...	54	...	
375 1	...	...	300 0	...	75 7	...	1,755 6	1,755 6	92	192	...	.....	...	121	...	
371 6	...	...	300 0	...	44 2	...	1,189 15	1,189 15	61	114	...	.....	...	70	...	
278 0	...	...	184 2	...	39 4	...	875 10	875 10	.....	90	...	.....	...	68	...	
.....	...	...	.....	...	14 4	...	734 5	734 5	.....	78	...	.....	...	52	...	
287 9	...	...	118 2	...	30 2	...	876 14	876 14	.....	100	...	.....	...	74	...	
.....	...	...	.....	...	54 0	...	884 15	884 15	.....	140	...	.....	...	104	...	
2,011 5	...	...	1,198 1	...	365 5	...	8,578 5	8,578 5	228	968	...	.....	...	642	...	
33 0	...	...	416 6	...	*154 0	...	†1,971 0	2,329 15	66	321	21	13	33	95	31	* Expended in the school
8 3	...	...	286 9	...	24 0	...	849 8	849 8	.....	94	...	.....	...	48	...	†The income is shewn less than the expenditure owing to the contribution from the General Local Fund not having been received during the year.
6 7	...	...	226 1	...	24 0	...	942 7	942 7	.....	155	...	.....	...	83	...	
5 9	...	...	180 13	...	21 10	...	1,223 9	1,023 9	.....	170	...	.....	...	131	...	
.....	...	...	.....	...	33 0	...	1,371 0	1,371 0	.....	132	...	.....	...	74	...	
1 13	...	...	61 8	...	86 0	...	709 4	709 4	.....	110	...	.....	...	69	...	
54 10	...	...	1,173 10	...	295 10	...	6,866 12	7,225 11	66	982	21	13	33	500	31	
177 0	...	...	180 0	...	126 7	...	1,075 5	1,075 5	.....	151	...	.....	...	96	...	
143 5	...	...	120 0	...	83 5	...	486 12	486 12	.....	118	...	.....	...	63	...	
117 0	...	...	90 0	...	84 14	...	367 4	367 4	.....	165	...	.....	...	95	...	Made a Middle School from 1st June 1877.
437 5	...	...	890 0	...	294 10	...	1,929 5	1,929 5	.....	434	...	.....	...	254	...	
.....	...	...	.....	...	38 14	...	526 15	526 15	.....	71	...	.....	...	39	...	
78 0	...	...	163 0	...	98 4	...	902 4	902 4	.....	86	...	.....	...	80	...	
88 10	...	...	177 11	...	93 12	...	1,166 10	1,166 10	.....	56	...	.....	...	61	...	
...	...	...	.....	...	118 15	...	797 9	797 9	.....	77	...	.....	...	56	...	
...	...	...	.....	...	16 ...	...	600 6	600 6	.....	36	...	.....	...	34	...	
...	...	...	105 ...	...	23 4	...	636 9	636 9	.....	68	...	.....	...	28	...	
166 10	...	...	105 ...	...	340 11	...	4,630 5	4,630 5	.....	391	...	.....	...	298	...	
8,417 7	...	...	225 ..	...	9,927 15	160 ...	3,744 11	....	55,078 1	55,437 0	650	7,077	146	238	33	4,449 100
8,417 7	...	...	225 .	...	11,165 13	160 ...	11,160 10	....	1,01,106 6	1,01,465 5	2,157	8,456	146	238	158	5,956 523
...	...	...	6 6	...	665 9	...	3,216 2	3,216 2	123	123	...	.....	...	123	...	
...	...	...	72 ..	...	968 9	...	4,074 12	4,074 12	189	189	...	.....	...	189	...	
...	...	...	178 ...	...	567 12	...	3,046 3	3,046 3	149	149	...	.....	...	149	...	
48 11	...	...	24 ...	...	169 13	...	2,064 4	2,064 4	53	53	...	.....	...	53	...	
...	...	...	64 11	...	48 5	...	281 2	2,503 15	65	65	...	.....	...	65	...	
48 11	...	...	64 11	...	323 11	...	2,652 13	14,905 4	14,903 4	579	579	...	.....	...	579	...
...	...	...	.....	...	47 10	...	627 5	627 5	.....	131	...	.....	...	84	...	
...	...	...	.....	...	34 9	...	546 10	546 10	.....	189	...	.....	...	105	...	
...	...	...	.....	...	32 7	...	722 5	722 5	.....	216	...	.....	...	125	...	
...	...	...	.....	...	42 15	...	547 14	547 14	.....	188	...	.....	...	101	...	
...	...	...	.....	...	157 9	...	2,444 2	2,144 2	.....	724	...	.....	...	418	...	
...	...	...	.....	...	54 0	...	698 11	698 11	.....	159	...	.....	...	84	...	
...	...	...	.....	...	46 13	...	724 10	724 10	.....	175	...	.....	...	106	...	
...	...	...	1,310 8	...	107 2	...	2,011 8	2,011 8	96	244	58	34	...	120	4	
...	...	...	1,310 8	...	187 15	...	3,464 13	3,464 13	96	569	58	34	...	310	4	

Statement of Government Schools of the Middle

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*	
DISTRICT.		SCHOOL.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls Monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.	District Funds.
		Rawalpindi Circle.—(Cont.)														
Gujrát ...	1	Kunjah ..	...	69	71	19	...	159	137	116	11	...	4	1 to 2 annas.	2 2	156 5
	2	Jalálpur ...	...	141	81	6	...	228	230	207	11	...	4	Do.	2 2	267 11
	3	Dingah ...	...	105	42	25	...	172	178	147	11	..	4	Do.	1 11	140 12
	4	Kádirábád ...	...	75	11	15	...	101	108	96	11	...	2	3 ps. to 1 an.	1 10	388 8
		Total ...	...	390	205	56	..	651	653	566	11	...	14	...	7 9	963 4
Shahpur ...	1	Shahpúr ...	...	64	22	.....	..	86	95	74	13	...	5	6 ps. to 1 an.	10 8	191 13
	2	Khushab ...	...	102	44	10	...	156	156	127	10	...	4	Do.	21 12	33 5
	3	Miáni ...	...	196	32	.....	5	233	223	186	11	...	5	Do.	3 12	130 13
	4	Sahiwál ...	...	129	27	8	...	164	152	134	11	...	4	Do.	44 4	50 10
		Total ...	...	491	125	18	5	639	626	521	11	...	18	...	80 4	400 9
Hazára ...	1	Haripúr ...	...	83	95	12	...	190	160	133	10	...	3	two annas.	17 8	477 15
	16	Total of Vernacular Schools	...	1,621	920	308	5	2,854	2,777	2,382	11	...	66	...	819 4	5,722 4
	21	Grand Total, Rawalpindí Ci.	2	1,956	1,112	355	8	3,433	3,280	2,798	12	2	90	...	14,029 7	6,980 4
		Mooltán Circle.														
Mooltán ...	1	District School ...	...	116	41	3	...	160	130	114	15	1	7	6 as. to 1 Re.	3,840 2	208 15
Jhang ...	2	District School ...	...	93	26	2	...	121	119	103	13	...	6	3 as. to 12 as.	3,253 2	....
D. G. Khán ...	3	District School ...	...	141	32	3	...	176	154	134	12	..	5	1 an. to 1¼ Re	3,696 9	36 0
		Total ...	...	350	99	8	...	457	403	351	13	1	18	...	10,789 13	244 15
Mooltán ...	1	Karor ...	...	98	31	.....	...	129	136	113	10	...	4	1 anna.	31 8	391 5
	2	Seráe Sidhú ...	...	80	42	.....	...	122	130	107	11	...	4	Do.	46 0	798 6
	3	Talamba ...	...	79	11	.....	...	90	103	80	12	...	4	Do.	50 0	628 1
		Total ...	...	257	84	.....	...	341	369	300	11	...	12	...	127 8	1,827 12
Jhang ...	1	Maghiana ..	...	170	104	23	...	297	284	252	12	...	10	3 to 6 annas.	682 2	568 7
	2	Chimot ..	...	105	95	3	...	203	195	169	10	...	7	1 anna.	342 11	192 10
	3	Shor Kot ..	...	79	27	.....	...	106	107	98	11	...	6	Do.	299 3	200 12
	4	Ahmadpur ..	...	76	37	2	...	115	109	90	11	...	4	Do.	234 4	348 4
	5	Garh Maharajah ...	...	56	14	.....	...	70	75	57	13	...	3	Do.	18 2	428 11
		Total ...	...	486	277	28	...	791	770	666	11	..	30	...	1,576 6	1,738 12
Montgomery,	1	Montgomery ...	1	29	22	10	...	62	65	54	11	..	3	1 to 2 annas.	388 0	227 7
	2	Kot Kamália ...	...	233	61	4	..	298	271	242	11	...	4	Do.	22 0	440 13
	3	Pákpatan ...	...	94	34	10	...	138	121	105	11	...	4	Do.	12 0	507 6
		Total ...	1	356	117	24	...	498	457	401	11	...	11	...	422 0	1,175 10
Muzuffargarh	1	Muzaffargarh ...	...	112	53	9	...	174	114	119	10	...	5	1 anna.	7 8	377 10
	2	Kot Udá ...	...	130	53	.....	...	183	183	99	10	...	5	6 pies.	9 8	821 1
		Total ...	...	242	106	9	..	357	297	218	10	...	10	...	17 0	1,198 14
D. I. Khán,	1	Dera Ismail Khán ...	...	166	34	6	...	206	225	199	11	...	8	6 ps. to 2 as.	....	3 7
	2	Leiah ...	...	117	119	1	...	237	235	224	11	..	4	*Nil.*	10 0	668 12
	3	Bhakkar ...	...	140	30	2	...	172	172	148	11	...	5	*Nil.*	....	158 14
	4	Kulachí ...	...	102	63	4	...	169	160	122	11	...	4	*Nil.*	4 4	59 2
		Total ...	...	525	246	13	...	781	792	693	11	...	21	...	14 4	890 1
D. G. Khán,	1	Rájanpur ...	...	57	35	.....	...	92	94	82	9	...	4	...	26 0	709 10
	2	Jámpur ...	...	70	56	4	...	130	123	114	9	...	6	...	35 0	772 12
	3	Dágal ...	...	25	75	.....	..	100	98	71	10	.	3	...	21 0	124 15
	4	Choti ...	...	26	43	.....	...	69	72	68	7	...	4	...	17 0	753 8
	5	Tosa ...	...	15	73	.....	...	88	71	67	9	...	3	...	....	779 8
	6	Rojhán ...	...	33	42	.....	...	75	72	67	11	...	3	...	....	102 0
		Total ...	...	226	324	4	...	554	530	469	9	...	23	...	99 0	3,242 5
Bannú ...	1	Mína Khel ...	...	121	38	4	...	163	158	137	9	...	5	...	....	586 3
	2	Mianwáli ...	...	68	46	.....	...	114	120	101	12	...	3	...	....	662 4
		Total ...	...	189	84	4	..	277	278	238	10	...	8	...	....	1,247 7
	25	Total of Vernacular School	1	2,281	1,238	82	...	3,602	3,193	2,985	10	...	115	...	2,256 2	11,320 13
	28	Grand Total, Mooltán Circle	1	2,631	1,337	90	...	4,059	3,896	3,336	11	1	138	...	13,015 15	11,565 12

Class in the Punjab for the year 1877-78—(Continued.)

17	18	19	20	21	22	23	24	25	26	27	28	22	30	31	32	
from									*Number of pupils instructed in*							
Local General Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí.)	Hindí (Lande. Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
591 3					72 11		749 10	749 10		125				87		
632 8					161 4		902 5	902 4		145		30		147		
614 13					104 13		757 4	757 8		143				102		
					23 0		390 2	390 2		89				53		
1,838 8					361 12		2,799 5	2,799 5		502		36		389		Made a Middle School from 1st April 1877.
420 0			419 0		27 0		1,041 5	1,041 5	46	86				53		
299 12			399 11				754 8	754 8		92	23	40		56		
296 9			283 13				714 15	714 15		164	12	83		65	12	
323 0			375 13		10 4		793 11	793 11		94	10	60		51		
1,339 5			1,478 5		37 4		3,304 7	3,304 7	46	436	45	183		225	12	
473 10			236 9				1,205 10	1,205 10		190				126		
3,651 7			3,025 6		744 8		13,218 5	13,218 5	142	2,121	103	253		1 468	16	
3,700 2		64 11	3,349 1		3,397 5		28,123 9	28,123 9	721	3,000	103	253		2,047	16	
			24 0		818 11		4,073 1	4,073 1	160	160			33	160	86	
					389 4		3,253 2	3,253 2	121	121				121		
			2 8		450 0		3,735 1	3,735 1	176	176				176		
			26 8		1,657 15		11,061 4	11,061 4	457	457			33	467	86	
365 7					15 0		788 4	788 4		96		33		76		
					15 0		844 6	844 6		82		40		51		
					15 0		688 1	688 1		65		25		43		
365 7					45 0		2,320 11	2,320 11		243		98		170		
830 3		469 2	841 9		246 3		3,397 7	3,397 7	136	297				182		
455 13		237 11	471 6		30 13		1,700 3	1,700 3	85	203				118		
266 1		170 2	310 12		19 3		1,246 14	1,246 14	58	106				77		
		264 4			21 2		846 12	846 12		115				71		
							446 13	446 13		70				38		
1,558 1		1,141 3	1,623 11		317 5		7,638 1	7,638 1	279	791				486		
116 11		360 0	120 10		55 12		1,212 12	1,212 12	27	62				38		
506 6			120 0		127 10		1,089 3	1,089 3		220		78		125		
161 0			60 0		16 5		740 6	740 6		90		48		52		
784 1		360	300 10		199 11		3,042 5	3,042 5	27	372		126		215		
374 10			170 0		40 6		929 12	629 12		129	30	12		76	3	
					6 0		830 12	830 12		148	10	20		68	5	
374 10			170 0		46 6		1,760 8	1,760 8		277	40	32		114	8	
		52 10	1,449 13		416 13		1,922 11	1,922 11	70	193		40		90	23	Fees expended in the School.
480 0			177 8				1,336 4	1,336 4		200		36		104		
802 8							961 4	961 4		99		68		73		
200 8			460 0				713 11	713 14		144		56		69		
1,483 0		52 10	2,077 5		416 13		4,934 1	4,934 1	70	636		200		336	23	
			141 0				876 10	876 10		72		20		38		
			182 0				989 12	989 12		130				60		
			561 13				707 12	707 12		100				33		
							770 8	770 8		69				51		
							779 8	779 8		88				41		
							102 0	102 0		75				31		
			884 13				4,226 2	4,226 2		534		20		254		Made a Middle School from 1st January 1878.
			677 4				1,262 7	1,262 7		138		25		138		
							662 4	662 4		114				114		
			677 4				1,924 11	1,924 11		252		25		252		
4,563 3		1,553 13	5,733 11		1,025 3		25,846 7	25,846 7	376	3,105	40	501		1,557	31	
4,565 3		1,553 13	5,760 3		2 683 2		86,907 11	86,907 11	833	3 562	40	501	33	2,314	117	

Statement of Government Schools of the Middle

A B S-

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15		16	
			Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*			
District.	School.		Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls Monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.	
9	Umballa Cir. Dist. Schools		2	860	254	22	..	1,078	936	808	14	2	46	...	31,474	7	3,143	11
9	Lahore	Ditto ...	5	926	425	151	...	1,507	1,239	1,072	15	3	61	...	37,047	2	7,395	15
5	Rawalpindí	Ditto ...	2	335	192	47	3	579	503	416	11	2	24	...	13,210	3	1,258	0
3	Mooltán	Ditto ...	...	350	99	8	..	457	403	351	13	1	18	...	10,789	13	241	15
26	Total of Dist. Schs. of 4 Crs		9	2,411	970	228	3	3,621	3,081	2,647	14	8	149	...	92,521	9	12,042	9
1	Anglo-Arabic School ...		...	6	150	...	...	156	128	117	14	...	6	...	...	..	.....	...
51	Umballa Cir. Ver. Schools		...	4,460	1,691	537	.	6,688	6,432	5,491	12	...	202	..	2,807	12	28,432	9
57	Lahore	Ditto ...	1	4,168	2,294	783	47	7,293	7,057	5,943	11	...	230	...	2,290	2	33,903	9
16	Rawalpindí	Ditto ...	...	1,621	920	308	5	2,854	2,777	2,382	11	...	66	...	819	4	5,722	4
25	Mooltan	Ditto ...	1	2,281	1,238	82	...	3,602	3,493	2,985	10	...	115	...	2,256	2	11,320	13
149	Total of Ver. Schls. of 4 Crs.		2	12,530	6,143	1,710	52	20,437	19,759	16,801	11	..	613	...	8,173	4	79,379	3
176	Grand Total ...		11	14,947	7,263	1,938	55	24,214	22,968	19,565	13	8	768	...	1,00,694	13	91,421	12

Class in the Punjab for the year 1877-78—(Concluded.)

TRACT.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
from									*Number of pupils instructed in*							
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdu.	Hindi (Nagri).	Hindi (Lande, Mahajni, &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
.....	163 7	.....	737 6	.....	5,079 9	.....	35,533 15	35,533 15	1,036	1,078	....	.....	....	1,078	....	
.....	.....	.....	1,237 14	.....	7,415 0	.....	46,028 5	46,028 5	1,507	1,379	....	.....	125	1,507	423	
48 11	.....	64 11	323 11	.....	2,652 13	.....	14,905 4	14,905 4	579	579	....	.....	....	579	....	
.....	.....	.....	26 8	.....	1,657 15	.....	11,061 1	11,061 4	457	457	....	.....	33	457	86	
48 11	163 7	64 14	2,325 7	.....	16,805 5	.....	1,07,528 12	1,07,528 12	3,579	3,493	....	.....	158	3,621	509	
5,182 10	.....	.....	.....	.....	412 1	.....	5,483 1	5,483 1	156	156	....	.....	114	156	....	
9,927 14	.....	240 0	9,285 2	.....	4,071 13	.....	50,662 5	50,662 5	233	5,641	369	830	....	3,267	....	
8,417 7	.....	225 0	9,927 15	160 0	3,744 11	.....	55,078 1	55,437 0	650	7,077	146	288	33	4,449	100	
3,651 7	.....	.....	3,025 6	.....	744 8	.....	13,218 5	13,218 5	142	2,421	103	253	....	1,468	16	
4,565 3	.....	1,553 13	5,733 11	.....	1,025 3	.....	25,846 7	25,846 7	376	3,105	40	501	....	1,857	31	
26,561 15	.....	2,018 13	27,941 2	160 0	9,586 3	.....	1,44,805 2	1,45,163 1	1,401	18,244	658	1,822	33	11,041	147	
31,793 4	163 7	2,083 8	30,266 9	160 0	26,803 9	.....	2,57,816 15	2,58,174 14	5,136	21,893	658	1,822	305	14,818	656	

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Number of pupils on rolls at the close of the year.									*Teachers*			*Received*	
DISTRICT.	Number of Schools.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.	District Funds.
Umballa Circle.															
Delhi Anglo Arabic school, Lower Department	1	...	3	141	.....	.....	144	159	134	9	..	7	1 to 4 anas.	.....	.....
Ludhiána High Vernacular School, Lower Department	1	..	22	74	.....	.....	96	96	87	11	...	3	2 to 8 anas.	17 12	272 5
TOTAL ...	2	...	25	215	.....	.....	240	255	221	10	...	10	...	17 12	272 5
Delhi	38	1	1,462	239	.....	.....	1,70	1,654	1,300	10	...	51	1 to 3 anas.	250 6	7,167 7
Gurgáon	45	...	1,342	539	.....	.....	1,881	1,784	1,442	10	..	60	1 ana.	157 14	9,464 5
Karnál	38	...	1,071	567	21	.....	1,659	1,660	1,379	11	..	50	Do.	116 11	6,544 8
Hissár	17	..	517	125	.....	..	642	582	475	12	..	20	Do.	99 4	3 003 9
Rohtak	36	..	1,304	242	5	.....	1,551	1,634	1,231	13	..	51	6 ps. to 1 an	113 14	7,953 3
Sirsá	19	...	284	167	84	2	537	558	396	10	..	22	1 ana.	57 6	2,892 6
Umballa	58	..	1,851	789	270	10	2,950	2,833	2,336	10	...	82	1 to 6 anas.	545 3	10,363 5
Ludhiána	49	...	980	693	721	.....	2,396	2,466	2,215	10	...	60	1 to 4 anas.	357 11	9,597 7
Simlá	4	...	117	29	1	3	150	153	113	12	...	5	...	.....	933 0
TOTAL ...	304	1	8,938	3,392	1,102	15	13,468	13,321	10,887	11	...	401	...	1,698 5	57.019 2
Lahore Circle.															
Ferozpore (L. School & Branches),	4	...	100	112	21	.....	323	313	244	9	...	11	1 to 10 anas.	.....	.....
Jullundhur	73	...	1,868	1,445	172	224	3,704	3,678	3,186	10	..	95	1 to 2 anas.	289 6	11,129 12
Hoshiárpúr	80	1	2,291	969	148	4	3,413	3,352	2,908	10	..	110	Do.	124 0	15,908 3
Kangrá	45	2	1,941	151	11	7	2,112	2.004	1,514	11	...	62	1 ana.	....	7.003 11
Amritsar	45	...	765	870	588	.....	2,223	2,237	1,900	10	...	60	Do.	....	8,620 8
Gurdáspur	89	..	1,587	1,715	482	4	3.788	3.726	2,888	9	..	129	Do.	180 0	13 938 10
Siálkot	65	...	1,217	1,495	350	17	3,079	3,126	2,647	11	...	102	Do.	....	12,663 5
Lahore	45	...	811	922	415	.....	2,148	2,083	1,728	9	...	50	Do.	125 3	6,833 0
Gujranwálla	61	...	1,274	1,163	366	4	2.807	2,862	2,440	10	..	96	Do.	104 6	8,511 2
Ferozpore	36	.	453	552	330	7	1,342	1,214	1,010	10	...	44	Do.	27 10	5.446 6
TOTAL ...	542	3	12,202	9,282	2,862	267	24,616	24,312	20,222	10	...	712	...	850 9	90,084 9
Rawalpindi Circle.															
Abbottabad (Lower Department).	1	1	16	21	5	.....	43	44	40	10	...	2	1 to 6 anas.	(*a*) 60 0	30 0
Rawalpindi	49	..	1,097	1.859	594	12	3,562	3,436	2,818	9	...	66	3 ps to 1 an	229 4	6.481 1
Jhelum	35	..	1,219	1483	179	.....	2,881	2,850	2,456	10	...	53	Do.	144 1	7,573 13
Gujrát	36	..	766	1,331	237	58	2.392	2,401	2,047	10	...	40	Do.	11 4	6,295 8
Sháhpúr	29	...	578	520	23	22	1,143	1,181	958	10	..	29	Do.	233 15	4,023 9
Peshawar	30	...	187	1.090	.....	12	1,289	1,317	1,017	9	..	10	...	180 7	7,080 3
Hazára	23	..	219	628	17	.....	864	897	715	9	...	30	...	107 11	3,319 10
Kohát	3	...	45	99	.....	.....	144	142	111	11	...	4	...	32 13	720 0
TOTAL ...	205	...	4 111	7,010	1,050	104	12,275	12,224	10,122	10	...	262	...	948 7	37.493 12
Moultán Circle.															
Moultán	36	...	454	1,015	4	1	1,474	1,421	1,022	9	...	47	1 ana.	301 9	5,345 10
Jhang	23	...	480	523	28	.....	1,031	1,014	840	10	...	31	Do.	158 4	3.560 8
Montgomery	23	...	532	305	157	.....	994	941	766	11	...	32	Do.	76 9	3.882 0
Muzaffargarh	22	...	527	704	.....	7	1.238	1,240	897	10	..	38	6 pies.	95 0	4.077 1
Derah Ismáil Khán	21	...	493	585	6	.....	1,084	1 066	896	11	...	31	...	7 8	3,115 11
Dera Ghazi Khán	22	.	301	603	1	.....	905	824	672	8	...	31	...	279 0	4,215 10
Bannú	17	1	369	373	1	.....	744	662	538	9	..	20	...	....	2 046 15
TOTAL ...	164	1	3,156	4.108	197	8	7.470	7,198	5,651	10	...	230	...	917 5	26.543 7
Anglo Arabic School Delhi (Lower Department)	1	...	3	141	.....	.....	144	159	134	9	...	7	...	.....	... ...
Total of Lower Dept Dist. Schools	6	1	228	207	26	.....	462	453	371	10	..	16	...	77 12	302 5
Total of Primary Schools ...	1,215	5	28,427	23,792	5,211	394	57,829	57,055	46,882	10	..	1,655	...	1,411 10	2,11,140 11
GRAND TOTAL ...	1,222	6	28,658	24,140	5,237	394	58,435	57,667	47.387	10	...	1,658	...	4,492 6	2,11,443 3
Add Jail Schools	29	1	457	1,467	175	101	2,201	2,429	2,046	24	...	30	...	6 199 10	....
GRAND TOTAL ...	1,251	7	29,115	25 607	5.412	495	60,636	60,096	49,433	...	...	1,688		10,692 0	2,11,443 3
													Deduct Scholarships...	....	1,152 11
													Amount shewn in Table B 3	10.692 0	2,10,290 8

(*a*). Pay of 1 Monitor of the Middle School who serves in the Lower School.

Lower Class for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
from									*Number of pupils instructed in*							
Local General Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	TOTAL.	Total Expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí Lande, (Mahájuí).	Arabic.	Persian.	Sanskrit.	REMARKS.
1,632 8					245 7		1,729 14	1,729 14		144				51		
			281 5		*270 5		785 3	785 3		96				33		* Rs. 213-13 expended in the school.
1,632 8			281 5		515 12		2,515 1	2,515 1		240				84		
					264 7		7,417 13	7,417 13		1,386	98	142		679		
106 0			59 4		332 10		9,787 7	9,787 7		1,250	24			641		
					378 6		6,661 3	6,661 3		1,479		89		322		
140 11					43 9		3,243 8	3,243 8		291	190	21		107		
382 1			205 4		171 11		7,754 6	7,754 6		1,123	328	143		355		
			370 1		8 6		3,319 13	3,319 13		420	137	33		153		
168 4			83 8		392 4		11,160 4	11,160 4		2,647	140	250		1,010		
218 8					1,336 12		10,173 10	10,173 10		2,396				1,001		
				33	9 11		966 0	966 0		90	35	3		62		
1,015 8			718 1	33	2,937 12		60,484 0	60,484 0		11,082	952	681		4,330		
			1,666 3		578 7		2,244 10	2,244 10		323		68		119		
348 0			120 0		1,077 12		11,887 2	11,887 2		3,704			3	1,587		
243 3			243 13		771 0		16,519 3	16,519 3		3,206	250			1,578		
528 0		131 14	146 13	927	12 1		8,707 6	8,707 6	6	1,747	321	30		528	52	
					530 14		8,620 8	8,620 8		2,225				1,165		
48 0			1,876 0		1,181 13		16,042 10	16,042 10	17	3,788				1,220	23	
102 10		79 15	71 13		450 6		12,917 11	12,917 11		3,079				1,361		
0 11			24 13		98 15		6,983 11	6,983 11		2,148				786		
556 8			102 0		1,000 1		9,304 0	9,304 0		2,807				1,185		
14 4		60 12	2 13		121 12		5,551 13	5,551 13		1,342				543		
1,841 4		272 9	2,558 1	927 0	5,244 10		96,534 0	96,534 0	23	24,044	571	80	3	9,053	75	
9 0			76 0		71 2		261 0	261 0		43				17		
			330 3		402 6		9,040 8	9,040 8		3,497	21	76		1,416		
					513 8		7,717 14	7,717 14		2,881				1,232		
					377 13		6,306 12	6,306 12		2,392				1,201		
		79 0	144 0		55 9		4,480 8	4,480 8	22	1,059				525		
							7,269 10	7,269 10		1,289		38		345		
123 15			111 9				3,662 13	3,662 13		864				392		
							752 13	752 13		144						
123 15		79 0	585 12		1,349 4		39,230 14	39,230 14	22	12,126	21	114		5,111		
					86 4		5,646 10	5,646 10		1,471				568		
		120 0			17 12		3,838 12	3,838 12		1,031		24		465		
257 0					53 11		4,215 9	4,215 9		895		99		358		
592 0			361 0		77 4		5,125 1	5,125 1		1,238				634		
407 0			980 0				4,810 3	4,810 3		1,015		139		436		
			145 12				4,640 6	4,640 6		905				361		
			520 5				2,567 4	2,567 4		703	22	30		703		
1,256 0		120 0	2,007 1		235 0		30,843 13	30,843 13		7,261	22	292		3,465		
1,632 8					245 7		1,729 14	1,729 14		141				51		
97 0			2,023 0		919 14		3,290 13	3,290 13		462		68		169		
4,236 11		471 9	5,868 15	960 0	9,766 10		2,27,092 11	2,27,092 11	45	54,513	1,566	1,117	3	22,859	75	
5,964 3		471 9	7,891 15	960 0	10,931 15		2,32,113 6	2,32,113 6	45	55,119	1,566	1,185	3	23,079	75	
			180 0			156 7	6,536 1	6,536 1	43	2,049	106	3		45		
5,964 3		471 9	8,071 15	960 0	10,931 15	156 7	2,38,649 7	2,38,649 7	88	57,168	1,672	1,188	3	23,124	75	
			29 0				1,181 11	1,181 11								
5,964 3		471 9	8,042 15	960 0	10,931 15	156 7	2,37,467 12	2,37,467 12								

Statement of Government Female Schools

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16		
		No. of pupils on rolls at the close of the year.									*Teachers.*			*Received*					
DISTRICT.	Number of Schools.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.			District Funds.		
Umballa Circle.																			
Delhi	2	.....	29	20	.....	.....	49	65	48	9	.....	2	.....	24	6	0	324	5	0
Gurgáon	4	.....	66	42	.....	.....	108	111	81	9	.....	4	.....	.....	.....		450	0	0
Rohtak	2	.....	18	19	.....	.....	37	35	26	9	.....	2	.....	15	9	0	123	9	0
Sirsá	4	.....	22	16	5	.....	43	53	38	9	.....	4	.....	9	0	0	.....	.....	
Umballa	2	.....	.....	37	.....	.....	37	43	35	8	.....	2	.....	.....	.....		148	12	0
Ludhiana	12	.....	91	123	35	.....	249	242	196	7	.....	15	.....	110	2	0	1,143	0	0
TOTAL ...	26	.....	226	257	40	.....	523	549	424	8	.....	29	.....	159	1	0	2,189	10	0
Lahore Circle.																			
Jullundur	47	.....	1	1,403	.....	1	1,405	1,358	1,123	10	.....	48	.....	.....	.....		2,011	14	0
Kangrá	2	.....	43	.....	.....	.....	43	44	36	9	.....	2	.....	.....	.....		212	4	0
Amritsar	4	.....	48	50	22	.....	120	116	94	9	.....	4	.....	.....	.....		250	9	0
Gurdáspúr	3	.....	.....	87	.....	.....	87	88	68	8	.....	5	.....	.....	.....		123	12	0
Siálkot	18	.....	64	331	22	.....	417	414	295	8	.....	18	.....	22	8	0	2,055	5	0
Lahore	6	.....	19	103	.....	.....	122	119	87	8	.....	6	.....	15	6	0	121	8	0
Ferozpore	2	.....	.....	50	.....	.....	50	49	38	8	.....	2	1 anna.	18	12	0	250	15	0
TOTAL ...	82	.....	175	2,024	44	1	2,244	2,188	1,741	9	.....	85	.....	56	10	0	5,056	3	0
Rawalpindi Circle.																			
Gujrát	1	.....	30	.....	.....	.....	30	30	25	10	.....	1	.....	.....	.....		132	0	0
Mooltán Circle.																			
Jhang	10	.....	179	106	12	.....	297	316	252	6	.....	12	.....	.....	.....		368	10	0
Montgomery	3	.....	38	.....	15	.....	53	68	56	10	.....	4	.....	.....	.....		204	7	0
TOTAL ...	13	.....	217	106	27	.....	350	384	308	8	.....	16	.....	.....	.....		573	1	0
GRAND TOTAL ...	122	.....	618	2,387	111	1	3,147	3,161	2,498	9	.....	131	.....	215	11	0	7,950	14	0
Deduct—Scholarships ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	
Amount shewn in Table B. 3 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	215	11	0	7,950	14	0

for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí (Lande, Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.
...	...	...	186 0 0	...	...	...	534 11 0	534 11 0	...	21	28	...	...	8	...
124 0 0	...	...	192 4 0	...	...	...	766 4 0	766 4 0	...	42	66	...	...	2	...
31 5 0	...	...	16 5 0	...	...	...	186 12 0	186 12 0	...	19	15	5	...	...	...
...	...	...	403 0 0	...	...	...	412 0 0	412 0 0	...	16	13	14	...	...	...
...	...	...	...	...	...	...	148 12 0	148 12 0	...	37	...	...	...	...	...
115 0 0	...	...	74 10 0	...	...	...	1,442 12 0	1,442 12 0	...	249	...	...	...	23	...
270 5 0	...	...	872 3 0	...	...	...	3,491 3 0	3,491 3 0	...	384	122	19	...	33	...
1,932 0 0	...	...	1,200 4 0	...	...	...	5,174 2 0	5,174 2 0	...	1,405	...	...	270	179	...
...	...	...	30 0 0	...	...	...	242 4 0	242 4 0	...	...	43	...	...	...	...
211 14 0	...	...	164 [illegible] 0	...	...	...	626 7 0	626 7 0	...	38	38	...	28	3	32
192 0 0	...	...	...	...	...	...	315 12 0	315 12 0	...	87	...	...	...	...	...
...	...	14 6 0	...	...	...	...	2,092 3 0	2,092 3 0	...	321	84	...	...	60	...
20 15 0	...	...	732 1 0	...	...	...	889 14 0	889 14 0	...	103	...	...	...	5	19
26 12 0	...	...	4 7 0	...	3 0 0	...	300 14 0	300 14 0	...	50	...	...	...	19	...
2,383 9 0	...	14 6 0	2,130 12 0	...	3 0 0	...	9,641 3 0	9,641 3 0	...	2,004	165	...	298	266	51
...	...	...	...	...	...	...	132 0 0	132 0 0	...	...	*30	...	...	...	...
341 0 0	...	21 12 0	232 0 0	...	...	...	963 6 0	963 6 0	...	106	33	158	...	...	...
50 7 0	...	...	98 14 0	...	...	...	353 12 0	353 12 0	...	...	5	53	...	...	...
391 7 0	...	21 12 0	330 14 0	...	...	...	1,317 2 0	1,317 2 0	...	106	38	211	...	...	...
3,045 5 0	...	36 1 0	3,353 13 0	...	3 0 0	...	14,581 13 0	14,581 13 0	...	2,194	355	230	298	299	51
...	...	...	18 0 0	...	...	...	18 0 0	18 0 0	...	...	...	...	...	...	...
3,045 5 0	...	36 0	3,315 13 0	...	3 0 0	...	14,563 13 0	14,563 13 0	...	...	...	...	...	...	...

* Gurmukhí.

Statement of Government Jail Schools

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*	
District or School.	Number of scholars.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.	District Fund.
Umballa Circle.															
Delhi	1	.....	37	30	.....	4	71	65	53	23	.....	1	*Nil.*	180 0	.....
Karnál	1	.....	38	17	.....	7	62	53	46	21	.....	1	.....	132 0	.....
Hissár	1	.....	29	17	.....	1	48	41	27	25	.....	1	.....	120 0	.....
Rohtak	1	.....	9	4	.....	2	15	26	20	23	.....	1	.....	184 8	.....
Sirsá	1	.....	11	18	9	.....	38	33	30	24	.....	1	.....	249 10	.....
Umballa	1	.....	56	34	10	.....	100	158	142	27	.....	1	.....	300 0	.....
Do. Rúpar	1	.....	42	74	1	.....	117	100	76	26	.....	1	.....	300 0	.....
Ludhiánú	1	.....	11	10	.....	17	38	41	36	23	.....	1	.....	186 0	.....
Total ...	8	.....	233	204	20	32	489	517	430	24	.....	8	.....	1,652 2	.....
Lahore Circle.															
Jullundhur	1	.....	30	21	17	3	71	60	74	25	.....	1	.....	180 0	.....
Kángra	1	.....	10	4	1	6	21	35	19	28	.....	1	.....	60 0	.....
Amritsar	1	.....	23	30	13	.....	66	75	58	27	.....	1	.....	300 0	.....
Gurdáspur	1	.....	.....	36	56	21	113	65	55	19	.....	2	.....	180 0	.....
Siálkot	1	.....	3	16	1	1	21	15	14	17	.....	1	.....	240 0	.....
Lahore — Central Jail	1	.....	24	63	7	1	95	361	329	19	.....	1	.....	480 0	.....
Lahore — Female Jail	1	.....	5	15	.....	1	21	27	22	19	.....	1	.....	120 0	.....
Lahore — Thaggi Jail	1	.....	.....	.....	.....	18	18	17	16	18	.....	1	.....	32 0	.....
Lahore — District Jail	1	.....	4	28	5	2	39	34	32	18	.....	1	.....	150 0	.....
Gujránwála	1	.....	27	32	11	8	78	78	69	29	.....	1	.....	243 0	.....
Ferozpore	1	.....	8	51	26	.....	85	72	58	23	.....	1	.....	243 0	.....
Total ...	11	.....	134	296	137	61	628	859	746	22	.....	12	.....	2,225 0	.....
Ráwalpindi Circle.															
Ráwalpindi	1	1	11	254	8	8	282	297	280	27	.....	1	.....	300 0	.....
Jhelum	1	.....	2	5	.....	.....	7	37	36	25	.....	1	.....	150 0	.....
Gujrát	1	.....	8	84	2	.....	94	70	55	26	.....	1	.....	180 0	.....
Sháhpur	1	.....	15	83	.....	.....	98	89	62	27	.....	1	.....	180 0	.....
Pesháwar	1	.....	2	60	.....	.....	62	56	48	22	.....	1	.....	244 2	.....
Total ...	5	1	38	486	10	8	543	549	481	25	.....	5	.....	1,054 2	.....
Mooltán Circle.															
Mooltán	1	.....	28	250	2	.....	280	316	176	29	.....	1	.....	304 11	.....
Jhang	1	.....	1	34	1	.....	36	35	25	27	.....	1	.....	183 0	.....
Montgomery	1	.....	4	56	2	.....	61	72	55	26	.....	1	.....	245 0	.....
Dera Ismail Khán	1	.....	11	98	3	.....	112	110	99	23	.....	1	.....	295 0	.....
Dera Gházi Khán	1	.....	8	44	.....	.....	52	41	34	27	.....	1	.....	240 8	.....
Total ...	5	.....	52	481	8	.....	541	504	389	26	.....	5	.....	1,268 6	.....
Grand Total ...	29	1	457	1,467	178	101	2,201	2,429	2,016	24	.....	30	.....	6,199 10	.....

in the Punjab for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
from									*Number of pupils instructed in*							
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nágrí.)	Hindi (Lande, Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
							180 0	180 0		56	15					
							132 0	132 0		52	10					
							120 0	120 0		28	20					
							181 8	181 8		7	8					
							249 10	249 10		20	18					
							300 0	300 0		90	10					
							300 0	300 0		117						
							186 0	186 0		38						
							1,652 2	1,652 2		408	81					
							180 0	180 0		71						
							60 0	60 0		10	11					
							300 0	300 0		49	14	3				
			180 0				360 0	360 0		113						
							240 0	240 0		21						
						109 10	589 10	589 10	43	52						
							120 0	120 0		21						
						12 0	44 0	44 0		18						
						31 13	184 13	184 13		39						
							240 0	240 0		78						
							243 0	243 0		85						
			180 0			156 7	2,561 7	2,561 7	43	557	25	3				
							300 0	300 0		282						
							150 0	150 0		7						Closed from 1st January 1878.
							180 0	180 0		94						
							180 0	180 0		98						
							244 2	244 2		62				11		
							1,054 2	1,054 2		543				11		
							304 14	304 14		280						
							183 0	183 0		36						
							245 0	245 0		61						
							295 0	295 0		112				34		
							240 8	240 8		52						
							1,268 6	1,268 6		541				34		
			180 0			156 7	6,536 1	6,536 1	43	2,049	109	3		45		

Statement of Government Normal

1	2		3	4	5	6	7	8	9	10	11	12	13	14	15		16		
			Number of pupils on rolls at the close of the year.									*Teachers*			*Received*				
DISTRICT.		SCHOOL.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.		
		Umballa Circle.																	
Delhi ...	1	Normal School ...	1	36	49	.....	.....	(a) 86	108	100	16	.....	6	.....	4,770	14 0	2,705	2	0
		Lahore Circle.																	
Lahore ...	1	Normal School ...	.....	27	38	6	.....	71	91	80	23	.....	7	.....	7,793	13 0	5,282	15	0
		Rawalpindi Circle.																	
Rawalpindi ...	1	Normal School ...	.....	10	18	6	.....	34	38	34	23	.....	2	.....	3,788	9 0	2,694	3	0
	3	GRAND TOTAL ..	1	73	105	12	..	191	237	214	21	.....	15	...	16,353	4 0	10,682	4	0
		Deduct—Scholarships ...	.....	.....	.. ..	.....	.....	.....	.....	..	..	...	...	.....	2,707	9 0	10,682	4	0
		Amount shewn in Table B 3.	..	..	...	.....	.....	.....	...	.....	...	.....		.. ..	13,645	11 0	.....	.	0

(a).—Includes 51 boys of the Model School.

Schools for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nágrí.)	Hindí (Lande, Mahájaní, &c., &c.)	Arabic.	Persian.	Sanskrit.
					49 2 0		7,476 0 0	7,476 0 0		86	1		4	61	
					9 0 0		13,076 12 0	13,076 12 0	(c) 59	71			9	71	
							6,482 12 0	6,482 12 0	(c) 34	34			21	34	
					58 2 0		27,035 8 0	27,035 8 0	93	191	1		34	166	
							13,389 13 0	13,389 13 0							
					58 2 0		13,645 11 0	13,645 11 0							

(c.)—Roman characters.

Statement Shewing the Statistics of the

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16		
		Number of pupils on rolls at the close of the year.									*Teachers.*			*Received*				
DISTRICT.	SCHOOL.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.		
Lahore ...	1 Mayo School of Industrial Art ...	3	15	16	13	...	47	53	36	18	2	.....	.....	13,710	14	0	.....	...

Total expenditure ... .

Deduct.—Expenditure on Scholarships from Provincial Services ... ...

Do. Do. Municipal Fund ... ...

Amount shewn in Imperial Return No. 3 *exclusive* of expenditure on Scholarships

School of Art for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from									*Number of pupils instructed in*						
General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total Expenditure.	English.	Drawing.	Moulding.	Geometry.	Persian.	Sanskrit.	Carpentry.
.....	.....	.....	128 10 0	.....	.....	456 7 0	14,295 15 0	13,839 8 0	... 47	6		15	15	...	17

... ... Rs. 13,839- 8-0

... ... Rs. 1,078- 4-0

... ... „ 128-10-0 „ 1,206-14-0

... ... „ 12,632-10-0

Statement of Grant-in-aid, European and East Indian

1	2		3	4	5	6	7	8	9	10	11	12	13	14		15	16
			Number of pupils on rolls at the close of the year.								*Teachers.*			*Received*			
District.		School.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls Monthly.	Average daily attendance.	Christians.	Others.	Monthly rate of schooling fee.	Provincial Services.		District Funds.	Local Fund.
		Umballa Circle.															
Simlá	1	Bishop Cotton School (H. Class)	117	...	...	...	...	117	117	116	5	...	Rs. 6-8 to 10.	5,400	0	...	...
„	2	Auckland House Girls' Schools (M. „)	36	...	...	...	...	36	47	47	4	...	Rs. 10.	3,600	0	...	...
„	3	Roman Catholic Female Orphanage („ „)	157	...	...	...	...	157	160	134	12	...	Rs. 1 to 7-8.	3,781	0	...	...
„	4	Mayo Industrial School for boys and girls (L. „)	31	...	...	...	...	(c) 31	33	33	1	...	Rs. 10 to 12.	1,093	0	...	...
Delhi	5	European Girls' School („ „)	37	...	...	...	...	37	33	25	3	1	Ans. 8 to Rs. 4.	360	0	...	...
„	6	European Training School (Normal)	3	...	...	...	...	3	5	5	2	1	Rs. 15.	360	0	...	...
		TOTAL ...	381	...	...	...	...	381	395	360	27	2	...	14,594	0	...	...
		Lahore Circle.															
Lahore	1	High School (M. Class)	52	...	...	...	...	52	37	31	2	...	Rs. 4 to 10.	3,075	4	...	...
„	2	Anarkali Girls' School (L. „)	22	...	...	...	...	22	18	13	2	...	Rs. 2-8 to 5.	781	0	...	...
„	3	Naulakha and Donald Town Girls' School ... („ „)	25	...	...	...	...	25	22	18	2	...	Rs. 1 to 3.	1,080	0	...	...
„	4	St. James' Orphanage for boys and girls ... („ „)	(d) 77	...	...	...	...	(d) 77	57	47	3	1	Ans. 8 to Rs. 2.	1,200	0	...	...
Gujránwála	5	Girls' School („ „)	15	...	...	...	...	15	17	15	1	1	...	480	0	...	...
		TOTAL ...	191	...	...	...	...	191	151	124	10	2	...	6,616	4	...	...
		Rdwalpindi Circle.															
R. Pindi	1	Sir Henry Lawrence Memorial Asylum, Murree (for boys and girls) Middle Class ...	151	...	...	...	...	(f) 151	151	151	6	1	Rs. 3 to 18.	19,800	0	...	...
		GRAND TOTAL ...	723	...	...	...	...	723	697	635	43	5	...	41,010	4	...	...

Schools in the Punjab for the year 1877-78.

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
from								*Number of pupils instructed in*							
Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagrí.)	Hindí (Lande, Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
...	...	...	...	11,240 0	...	16,640 0	24,802 0	117	58	...	...	...	...	...	
...	...	...	...	6,818 0	...	10,418 0	10,745 7	36	(a) 30	(b) 4	(c) 4	...	...	...	(a) Music. (b) Drawing. (c) French.
...	1,001 8	...	...	2,426 12	2,110 0	9,319 4	10,200 0	157	...	...	...	...	...	...	
...	6,420 12	...	...	856 0	...	8,369 12	2,262 0	31	...	...	...	...	...	...	(e) 27 girls & 4 boys.
...	...	...	...	77 12	986 7	1,424 3	1,121 5	37	12	...	...	...	...	...	
...	...	...	...	125 0	1,586 10	2,071 10	1,365 0	3	3	...	3	...	3	...	
...	7,422 4	...	...	21,543 8	4,683 1	48,242 13	50,495 12	381	103	4	7	...	3	...	
...	...	390 0	...	2,685 4	...	6,150 8	6,887 4	52	52	...	...	...	...	...	
...	...	...	...	781 0	...	1,562 0	2,215 6	22	...	...	...	...	...	...	
...	...	...	...	398 14	853 15	2,332 13	2,338 11	25	...	...	...	...	...	...	
...	2,667 15	...	...	273 0	...	4,140 15	3,641 15	77	45	...	...	...	...	...	(d) Boys 44, girls 33.
...	240 0	240 0	...	...	...	960 0	960 0	15	11	...	...	...	3	...	
...	2,907 15	630 0	...	4,138 2	853 15	15,146 4	16,043 4	191	108	...	...	...	3	...	
6,524 8	3,366 8	...	...	3,910 8	13,233 0	46,834 8	38,537 1	151	100	...	...	...	...	...	(f) 96 boys and 55 girls.
6,524 8	13,696 11	630 0	...	29,592 2	18,770 0	1,10,223 9	1,05,076 1	723	311	4	7	...	6	...	

Statement of the Endowment and Building Funds of the Schools for European and Eurasian Children for the year

1		2		
NAME OF INSTITUTION.		Balance on 1st April 1877.		
Bishop Cotton School, Simlá	Endowment Fund	98,109	6	4
	Building Fund	(a) 29,455	0	0
Mayo Industrial School, Simlá	Endowment Fund	...	...	...
	Building Fund	14,135	10	0
Auckland House School, Simlá	Endowment Fund	...	...	...
	Building Fund	...	...	...
Lahore High School	Endowment Fund	27,768	0	7
	Building Fund	...	...	...
Sir Henry Lawrence Memorial Asylum, Murree ...	Endowment Fund	1,51,000	0	0
	Building Fund	...	...	...

(a). To debit.

to which Grants-in-aid are given by Government under Lord Canning's Minute of October 1860, 1877-78.

3	4	5	6	7	8	9
Income during 1877-78.						
From Government.	From Interest.	From private sources.	Total of columns 2, 3, 4 and 5.	Expenditure during 1877-78.	Balance on 1st April 1878, *i. e.*, difference between columns 6 and 7.	Remarks.
...	5,379 8 0	...	1,03,488 14 4	5,379 8 0	98,109 6 4	
...	...	...	...	...	...	*The information received from the Manager was incorrect, hence it has been omitted.
...	...	...	...	...	...	
...	...	...	14,135 10 0	...	14,135 10 0	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	287 0 0	...	28,055 0 7	140 0 0	27,915 0 7	
...	...	...	...	...	...	
...	...	...	1,51,000 0 0	...	1,51,000 0 0	
...	...	...	...	...	...	

Statement of Grant-in-aid Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13
		Number of pupils on rolls at the close of the year.								Teachers.		
District.	School.	Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.	Monthly rate of schooling fee.
	Umballa Circle.											
Delhi ...	1. S. P. G. Mission School (St. Stephen's College)	12	200	15	.....	.....	227	192	157	4	6	2 anas to 1 Re.
Ludhiána ...	2. American Presbyterian Mission School	5	144	81	8	.....	238	186	161	3	8	1 ana to 3 Rs.
	Total ...	17	344	96	8	.....	465	378	318	7	14	.....
	Lahore Circle.											
Jullundur ...	1. American Presbyterian Mission School	8	150	84	8	.....	250	224	178	3	9	2 anas to 1 Re.
Amritsar ...	2. Church Mission School	13	106	46	54	.....	219	211	168	4	10	3 anas to 8 anas.
Siálkot ...	3. Scotch Mission School	5	95	151	53	1	305	271	219	4	7	6 anas to 1 Re.
Lahore ...	4. American Presbyterian Mission School	10	320	91	24	.....	445	426	345	6	14	2 anas to 8 anas.
	Total ...	36	671	372	139	1	1,219	1,132	910	17	40	.....
	Rawalpindi Circle.											
Ráwalpindi ...	1. American Presbyterian Mission School	5	145	106	59	1	316	291	238	3	9	1 ana to 1 Re.
Pesháwar ...	2. Church Mission School	7	157	87	22	.....	273	276	226	5	8	2 anas to 1 Re.
	Total ...	12	302	193	81	1	589	567	464	8	17	.....
	GRAND TOTAL ...	65	1,317	661	228	2	2,273	2,077	1,692	32	71	.....
Simlá ...	1. Bishop Cotton School	117	.....	.....	.....	.....	117	117	116	5	.....	.....
	Total ...	182	1,317	661	228	2	2,390	2,194	1,808	37	71	.....

Higher Class for the year 1877-78.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Received from											*Number of pupils instructed in*						
Provincial Services.	District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	TOTAL.	Total Expenditure.	English.	Urdú.	Hindí (Nagrí).	Hindí, Lande, (Mahájní).	Arabic.	Persian.	Sanskrit.
3,600 0	.....	.....	.....	4 0	.....	.....	1,159 2	3,482 1	8,245 3	8,874 3	227	174	.....	.....	.....	227	...
3,000 0	.....	.....	.....	.....	600 0	.....	857 8	2,896 15	7,351 7	7,354 7	238	.....	.....	.....	.....	238	...
6,600 0	.....	.....	.....	4 0	600 0	.....	2,016 10	6,379 0	15,599 10	16,228 10	465	174	.....	.....	.....	465	...
2,844 0	.....	.....	.....	.....	270 0	.....	689 9	3,205 10	7,009 3	7,009 3	250	154	.....	.....	.....	171	...
3,360 0	.....	.....	.....	.....	220 0	.....	801 12	2,976 14	7,358 10	7,358 10	218	208	8	.....	3	208	8
2,010 0	.....	.....	.....	.....	228 0	.....	282 9	2,500 6	5,050 15	5,050 15	120	305	.....	.....	.....	202	...
4,725 0	.....	.....	.....	5,267 0	.....	.....	1,476 0	100 0	11,568 0	11,568 0	445	401	.....	.....	.....	404	41
12,969 0	.....	.....	.....	5,267 0	718 0	.....	3,249 14	8,782 14	30,986 12	30,986 12	1,033	1,071	8	.....	3	985	49
3,120 0	.....	.....	.....	.....	1,512 0	.....	893 7	1,169 0	6,694 7	6,694 7	149	316	.....	.....	.....	273	...
3,000 0	.....	.....	.....	5,126 14	600 0	.....	762 15	220 0	9,709 13	9,709 13	201	266	.....	.....	.....	181	...
6,120 0	.....	.....	.....	5,126 14	2,112 0	.....	1,656 6	1,389 0	16,404 4	16,404 4	350	582	.....	.....	.....	454	...
25,689 0	.....	.....	.....	10,397 14	3,430 0	.....	6,922 14	16,550 14	62,990 10	63,619 10	1,848	1,827	.....	.....	3	1,904	49
5,400 0	.....	.....	.....	.....	.....	.....	11,240 0	.....	16,640 0	24,802 0	117	58	.....	.....	.....	.....	...
31,089 0	.....	.....	.....	10,397 14	3,430 0	.....	18,162 14	16,550 14	79,630 10	88,421 10	1,965	1,885	.....	.....	3	1,904	49

Statement of Grant-in-aid Schools of the Middle

1	2	3	4	5	6	7	8	9	10	11	12	13
		Number of pupils on rolls at the close of the year.								*Teachers.*		
DISTRICT.	NAME OF INSTITUTION.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.	Monthly rate of schooling fee.
	Umballa Circle.											
Delhí ...	1 Anglo Sanskrit School	.....	81	5	.....	.....	86	75	58	.....	6	2 as. to 1 Re.
Rohtak ...	2 Anglo Vernacular School, Jhajjar	.....	154	20	1	.....	175	171	114	.....	6	1 an. to 10 as.
Umballa ...	3 American Presbyterian Mission School, City ...	2	185	65	5	.....	257	212	167	1	10	1 an. to 1 Re.
Do. ...	4 Ditto Ditto, Cantt.	10	153	69	5	.....	237	201	147	1	8	Do.
Simlá ...	5 Anglo Vernacular School, Kasauli	.....	29	15	.....	.....	44	47	28	.....	2	1 an. to 8 as.
Gurgáon ...	6 Branch to District School, Rewári (*a*)	.....	69	15	1	.....	85	80	69	.....	2	6 as. to 1-8 Rs.
	TOTAL ...	12	671	189	12	.....	884	786	613	2	34	...
	Lahore Circle.											
Jullundur ...	1 American Presbyterian Mission School, Cantt.,	.....	47	19	5	4	75	70	57	1	5	2 as. to 1 Re.
Hoshiárpúr,	2 Branch to District School (*a*)	.....	67	34	8	.....	109	66	54	.....	3	6 as. to 1 Re.
Kángra ...	3 Church Mission School	1	84	14	.....	1	100	103	89	1	5	6 pies to 3 as.
Do. ...	4 Church Mission School, Dharmsála	.....	48	6	.....	1	55	57	42	1	1	6 pies to 3 as.
Amritsar ...	5 Branch to District School	.....	92	63	41	.....	196	153	126	.....	7	4 as. to 2 Rs.
Do. ...	6 Church Mission School, Jandiála	.....	79	86	15	.....	180	125	105	1	5	1-6 as. to 2-6.
Do. ...	7 Ditto Ditto, Májitha	2	68	33	25	.....	128	117	91	1	4	1 an. to 8 as.
Gurdáspur,	8 Regimental School, 4th Gurkhás, Baklo ...	.....	48	8	.....	.....	56	49	40	.....	4	1-6 as. to 1 Re.
Do. ...	9 Branch to District School, Batála (*a*)	.....	47	33	5	.....	85	81	70	.....	3	3 as. to 8 as.
Siálkot ...	10 Scotch Mission School, Cantonment	2	50	33	6	2	93	96	80	1	5	1 an. to 8 as.
Do. ...	11 Church Mission School, Nárowál	1	42	26	8	.....	77	70	59	2	4	1 an. to 2 as.
Lahore ...	12 Branch to District School	.....	87	52	9	.....	148	137	114	.....	4	6 as. to 1 Re.
Do. ...	13 American Presbyterian Mission Adult School,	.....	28	29	3	.....	60	54	41	1	5	3 anas.
Do. ...	14 Anglo Vernacular School, Mian Meer	.....	48	42	4	.....	94	82	68	.....	4	1 an. to 6 as.
Gujránwála,	15 Branch to District School	.....	37	18	15	.....	70	70	62	.....	2	3 as. to 10 as.
Do. ...	16 American Mission School	3	266	115	66	.....	450	422	335	2	16	1 an. to 1 Re.
Do. ...	17 Scotch Mission School, Wazirábád	3	111	148	16	.....	278	264	190	2	8	Do.
Ferozpore,	18 Anglo Vernacular School, Cantonment ...	.....	144	35	6	3	188	197	164	.....	8	Do.
	TOTAL ...	12	1,393	744	232	11	2,392	2,213	1,787	13	93	...
	Ráwalpindi Circle.											
Ráwalpindi,	1 American Presbn. Mission School (Branch), ...	6	45	22	19	.....	92	98	72	2	3	2 as. to 1 Re.
Jhelum ...	2 The 32nd Pioneer's Regimental School ...	.....	3	1	116	.....	120	75	66	1	2	1 an. to 8 as.
Gujrát ...	3 Scotch Mission School	2	105	146	14	.....	267	260	212	1	7	1 an. to 1 Re.
Peshawar ...	4 Vernacular School in the City †...	.....	112	76	17	.....	205	198	161	.....	7	6 pies to 2 as.
Do. ...	5 Church Mission School, Cantonment	1	55	24	20	5	105	93	72	.....	5	2 as. to 1 Re.
	TOTAL ...	9	320	269	186	5	789	724	583	4	24	...
	Mooltán Circle.											
Mooltán ...	1 Church Mission School	3	138	62	1	.....	204	199	169	4	6	1 an. to 8 as.
Do. ...	2 Anglo Vernacular School, Cantonment ...	.....	62	25	3	.....	90	90	72	.....	4	1 an. to 1 Re.
Do. ...	3 Church Mission School Shujábád	.....	156	11	1	.....	168	172	144	.....	6	1 an. to 6 as.
D. I. Khán,	4 Church Mission School	6	258	140	12	.....	416	397	328	3	11	6 ps. to 14 as.
Bannú ...	5 Church Mission School	.....	50	39	2	2	93	80	69	1	4	6 ps. to 1 Re.
	TOTAL ...	9	664	277	19	2	971	938	782	8	31	...
	GRAND TOTAL ...	42	3,048	1,479	449	18	5,036	4,661	3,765	27	182	...
Lahore ...	1 Lahore High School	52	.....	.....	.....	.....	52	37	31	2	.....	4 Rs. to 10 Rs.
Ráwalpindi,	1 Sir Henry Lawrence Memorial Asylum, Murree.	151	.....	.....	.....	.....	151	151	151	6	1	3 Rs. to 18 Rs.
	TOTAL MIDDLE SCHOOLS ...	215	3,048	1,479	449	18	5,239	4,849	3,947	35	183	...
	NOTE.—*For posting figures in return No. B* 8 :—											
	1. Sir Henry Lawrence Memorial Asylum for boys and girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	34. Anglo Vernacular Schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1. Vernacular School (at Peshawar)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

(*a*) Made an aided School from 1st April 1877.

Class for the year 1877-78.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Received from											*Number of pupils instructed in*							
Provincial Services.	District Funds.	Local General Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindi (Nagrí).	Hindi (Lande, Mahajni, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS
1,298 4				1,043 0			328 3		2,664 6	2,596 8	86	86	43			82	39	
600 0	136 5				600 0		297 4		1,633 9	1,678 11	83	125		8		106		
1,920 0			323 0				341 6	1,551 9	4,136 0	4,136 0	184	118	45	45	2	131	18	
960 0							316 2	1,981 10	2,357 12	2,357 12	237	237				137		
300 0				232 2			55 10	45 0	632 12	632 12	18	44				22		
218 11							388 13		607 8	607 8	85	85				85		
5,296 15	136 5		323 0	1,275 2	600 0		1,722 6	2,678 8	12,031 15	12,006 3	693	695	88	53	2	563	57	
810 0							366 5	539 13	1,746 2	1,746 2	70	78				59		
213 5					44 9		379 5		637 3	608 8	109	109			34	109	69	
975 11							89 3	886 6	1,951 4	1,951 2	61	87	18			60		
180 0							45 1	421 0	646 1	646 1	27	55				38		
1,090 4					338 7		864 7		2,293 2	2,293 2	196	196				196		
480 0							97 10	622 8	1,200 2	1,200 2	25	87	20	54		42	7	
720 0			360 0				95 9	331 12	1,507 5	1,507 5	14	90		33		26		
824 0				220 0	297 0		72 3	505 6	1,418 9	1,086 8	56	37	5			13		
807 11					84 15		338 6		731 0	731 0	85	85				85		
600 0							132 12	785 1	1,517 13	1,517 13	58	93				49		
600 0							36 14	973 4	1,610 2	1,610 2	24	77		17		38		
277 8							751 13		1,029 5	1,029 5	148	148			40	148	80	
305 0				176 0			129 0		610 0	610 0	60							
712 9				616 2			98 9		1,427 4	1,425 1	25	94				48		
359 8					115 7		324 11		799 10	799 10	70	70				70		
1,680 0							370 14	2,423 1	4,473 15	4,473 15	119	324		95		211		
960 0				12 0	60 0		814 3	757 11	2,103 14	2,103 14	68	278				119		
540 0				393 6			381 6	6 11	1,321 7	1,271 0	63	141		47		82		
11,165 8			360 0	1,417 8	940 6		4,888 3	8,252 9	27,024 2	26,610 10	1,278	2,046	85	246	74	1,393	156	
480 0							262 5	418 7	1,160 12	1,160 12	92	92				47		
160 0							40 0	320 0	520 0	520 0	33	70	50			33		*Regt left for Quetta 1st Novr 1877.
600 0				135 12	120 0		256 5	989 3	2,101 4	2,101 4	153	267				215		
802 5	293 6				800 5		53 1		1,947 1	1,894 0		155	25	32		83		†Fees expended in school.
720 0				957 0			234 11	12 0	1,923 11	1,923 11	61	105				61		
2,760 5	293 6			1,092 12	920 5		846 6	1,739 10	7,652 12	7,599 11	339	689	75	32		439		
1,200 0				1,801 2	420 0		401 6		3,822 8	3,822 8	108	204				155		
587 1				257 12			329 6		1,174 3	1,221 8	43	36				54		
420 0				420 13	300 0		116 13		1,257 10	1,257 10	54	105				59		
2,580 0							328 13	3,223 13	6,132 10	6,200 10	79	374		42		208		
1,020 0					300 0		110 6	1,757 9	3,187 15	3,187 13	24	88				67		
5,807 1				2,479 11	1,020 0		1,286 12	4,981 6	15,574 14	15,690 3	308	807		42		533		
25,029 13	429 11		683 0	6,265 1	3,480 11		8,743 11	17,551 12	62,283 11	61,906 11	2,618	4,237	248	373	76	2,928	213	
3,075 4					390 0		2,685 4		6,150 8	6,887 4	52	52						
19,800 0			6,524 8	3,366 8			3,910 8	13,233 0	46,834 8	38,537 1	151	100						
47,905 1	429 11		7,207 8	9,631 9	3,870 11		15,339 7	30,784 12	1,15,268 11	1,07,331 0	2,821	4,389	248	373	76	2,928	213	
19,800 0			6,524 8	3,366 8			3,910 8	13,233 0	46,834 8	38,537 1								
27,304 12	136 5		683 0	6,265 1	3,070 6		11,375 14	17,551 12	66,487 2	66,899 15								
800 5	293 6				800 5		53 1		1,947 1	1,894 0								

Statement of Grant-in-aid Schools of the Lower

1	2		3	4	5	6	7	8	9	10	11	12	13
			Number of pupils on rolls at the close of the year.								*Teachers.*		
District.		Name of Institution.	Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.	Monthly rate of schooling fee.
		Umballa Circle.											
Delhi ...	8	S. P. G. Mission Branch Schools ...	18	458	129	.....	.....	605	650	507	3	26	2 as. to 1 Re.
„	6	Vernacular Schools (Branches to Dist. Schls.)...	.....	338	138	1	.....	477	523	461	.....	20	2 as. to 8 as.
„	26	Baptist Mission Schools for low caste boys ...	30	25	40	2	635	732	698	527	44	.....	.....
Gurgáon ...	6	Branches to Rewari District School ...	.....	291	48	.....	.....	339	348	306	.....	14	1 a. to 1 Re.
Karnál ...	4	Branches to District School ...	.....	185	41	.....	.....	226	233	204	.....	9	1 a. to 4 as.
Hissár ...	3	Branches to District School, Bhiwani ...	1	266	15	.....	.....	282	265	198	.....	7	1 a. to 6 as.
Rohtak ...	3	Branches to District School ...	.....	152	71	.....	.....	223	228	189	.....	7	1 a. to 12 as.
Umballa ...	5	American Presby. Mission Branch Schools, City ...	.....	98	98	25	25	246	269	212	1	12	6 ps. to 1 a.
„	1	Do. do., Cantonment ...	.....	93	29	4	.....	126	131	109	1	4	6 ps. to 1 a.
„	5	Branches to District School, Jagádhari ...	.....	370	28	4	.....	402	394	307	.....	12	1 a. to 8 as.
„	3	Do. do., Rúpar ...	.....	146	70	10	.....	226	235	171	.....	8	1 a. to 1 Re.
Ludhiána ...	3	American Presby. Mission Branch Schools ...	.....	97	80	2	.....	179	151	123	1	7	6 ps. to 8 as
Simlá ...	1	Lower Department District School (Branches) ...	.....	69	25	.....	.....	94	91	67	.....	3	2 as. to 6 as.
„	5	Church Mission School, Kotgarh ...	5	84	1	.....	.....	90	101	76	2	5	.....
	79	Total ...	54	2,672	813	48	660	4,247	4,317	3,457	52	134	.....
		Lahore Circle.											
Jullundur ...	2	American Presby. Mission Branch Schools ...	.....	135	67	.....	.....	202	180	136	1	8	6 ps. to 3 as.
„	1	Khalifa Ibráhim's School* ...	.....	9	97	.....	.....	106	101	87	.....	3	.....
„	3	Branches to District School, Ráhon ...	.....	174	51	4	.....	229	219	178	.....	8	1 a. to 4 as.
Hoshiárpur	5	Branches to District school ...	.....	152	109	6	.....	267	251	220	.....	11	2 as. to 1 Re.
Kangrá ...	1	Church Mission School Branch ...	.....	25	13	.....	.....	38	43	30	1	1	6 ps. to 1 a.
„	3	Branches to District School, Núrpur ...	.....	156	54	.....	.....	210	217	176	.....	10	3 ps. to 4 as.
„	3	Primary Schools, British Lahoul (*a*) ...	.....	9	.....	.....	38	47	48	25	.....	3	.....
„	1	School at Kailang* ...	.....	3	1	.....	40	44	45	31	2	.....	.....
„	1	Anglo-Vernacular School, Kanyára ...	.....	25	3	.....	1	29	28	23	.....	1	.....
Amritsar ...	4	Church Mission Branch Schools ...	.....	329	22	83	.....	434	450	371	2	12	1 a. to 3 as.
„	1	Muhammedan School ...	.....	7	86	3	.....	96	97	75	.....	3	1 a. to 1 Re.
„	7	Branches to District School ...	.....	550	204	154	3	911	917	764	.....	34	1 a. to 1 Re.
„	1	Abdul 'Ali Qaris School ...	.....	2	75	.....	.....	77	78	62	.....	3	1 a. to 4 as.
Gurdáspur	4	Branches to District School, Batála ...	.....	304	80	7	.....	391	446	361	.....	14	1 a. to 2 as.
„	1	Lower District School, Gurdáspur ...	.....	48	38	6	.....	92	89	78	.....	4	2 as. to 8 as.
Lahore ...	24	American Presby. Mission Branch Schools ...	1	772	274	45	.....	1,092	1,057	971	3	57	6 ps. to 1 a.
„	5	Lower Department District Schools & Branches	.....	273	305	43	.....	621	601	502	.....	18	2 as. to 1 Re.
„	1	Agri-Horticultural Society's School ...	.....	.....	14	.....	.....	14	14	14	.....	1	.....
Gujránwála	4	Branches to District School ...	.....	146	66	40	.....	252	266	223	.....	10	1 a. to 8 as.
	72	Total ...	1	3,119	1,559	391	82	5,152	5,247	4,327	9	201	.....
		Rawalpindi Circle.											
Ráwalpindí	2	American Presby. Mission Branch Schools ...	.....	100	76	29	.....	205	219	191	3	4	1 a. to 8 as.
Jhelum ...	1	Lower Department District School ...	.....	52	76	12	.....	140	117	97	.....	4	1 a. to 1 Re.
Gujrat ...	2	Branches to District School ...	.....	152	52	18	.....	222	231	206	.....	7	1 a. to 7 as.
Shahpur ...	3	Lower Department Dist. Sch., Bhera & Branch	.....	200	82	5	.....	287	305	245	.....	12	1 a. to 6 as.
Peshawar ...	1	Church Mission Branch School ...	.....	35	57	6	.....	98	106	79	1	3	6 ps. to 1 a.
„	1	Regtl. School, Corps of Guides, Murdán ...	.....	2	44	17	15	78	83	57	.....	1	2 as. to 1 Re.
Kohát ...	1	Branch to District School ...	.....	61	47	16	.....	124	134	606	.....	5	1 a. to 1 Re.
	11	Total ...	.....	602	434	103	15	1,154	1,195	1,481	4	36	.....
		Mooltan Circle.											
Mooltán ...	5	Branches to District School ...	.....	242	107	4	.....	353	383	330	.....	18	1 a. to 8 as.
Jhang ...	2	Do. do. ...	.....	99	28	3	.....	130	137	127	.....	6	1 a. to 2 as.
D. G. Khán	5	Do. do. ...	.....	215	85	4	.....	304	321	279	.....	11	1 a. to 12 as.
Bannu ...	2	Church Mission Branch Schools ...	.....	46	24	2	1	73	81	68	.....	2	6 pies.
	14	Total ...	.....	602	244	13	1	860	822	804	.....	37	.....
	176	Grand Total ...	55	6,995	3,050	555	758	11,413	11,581	10,069	65	408	.....
Lahore ...	1	Saint James' Orphanage ...	77	.....	.....	.....	.....	77	57	47	3	1	8 as. to 2 Rs.
		Total Lower Schools ...	132	6,995	3,050	555	758	11,490	11,638	10,116	68	409	.....

(*a*).—1 Closed from June 1877.
* Grant allowed under Art XIV.

Class in the Punjab for the year 1877-78.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Received from											*Number of pupils instructed in*							
Provincial Services.	District Funds.	Local General Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nágrí.)	Hindí (Lande, Mahájní, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
1,380 0					300 0		1,492 2	1,569 4	4,741 6	4,741 6	152	563	42			211		
1,468 8					2,738 8		804 3		5,011 3	5,011 3		477	20			193		
600 0				3,182 13	600 0				4,382 13	3,782 13	15	125	625			25		
887 13					1,117 0		558 11		2,563 8	2,563 8		339		67		103		
707 6					480 0		258 12		1,446 2	1,446 2		164		39		45		
520 0					380 0		241 12		1,161 12	1,161 12		153		196		43		
603 12					360 0		267 11		1,233 7	1,233 7		178		45		45		
360 0							146 14	622 13	1,129 11	1,129 11	162	184		59		35		
240 0							77 1	284 5	601 6	601 6		65	61	61		10	2	
932 11				129 0	420 0		397 3		1,878 14	1,878 11		214		217		41		
348 0	180 0			90 0	300 0		215 10		1,133 10	1,133 10		165		80		36		
300 0							212 9	289 0	801 9	801 9	107	179						
154 7					96 0		202 1		452 8	452 8		94				14		
360 0				260 0				1,580 0	2,200 0	1,840 0	13	53	90					
8,864 9	180 0			3,661 13	6,791 8		4,894 9	4,345 6	28,737 13	27,777 13	449	2,953	838	764		801	2	
300 0							196 12	230 7	727 3	727 3	194	103				99		
180 0	31 0				30 0				241 0	241 0		106				63		
622 14					360 0		261 13		1,244 11	1,244 11		211		84		69		
609 11					836 10		410 1		1,850 6	1,850 6		267				75		
120 0							9 5	127 15	257 4	257 4		18	20			4		
766 14					696 2		95 15		1,558 15	1,558 15		124	67	24		31		
	180 0								180 0	180 0		23		24				
	484 0								484 0	484 0		24		20				
	180 0			180 0					360 0	360 0	9	29				13		
1,440 0							337 8	1,365 12	3,143 4	3,143 4	67	203		326		51		
300 0				143 1			156 15		600 0	602 8		95			26	48		
3,071 3					2,011 1		1,985 1		7,067 5	7,067 5		703		218		181		
240 0							68 4	660 0	968 4	930 0		34			23	21		
701 13					917 6		703 4		2,322 7	2,322 7		330		141		86		
359 6					300 0		175 8		834 14	834 14		92				36		
2,100 0				1,550 7			1,188 13		4,839 4	4,839 4	880	384	269	502		274		
1,112 7					600 0		1,406 12		3,419 3	3,419 3		621				192		
120 0								120 0	240 0	210 0	14	14						14 learn gardening
765 11					914 11		324 11		2,005 1	2,005 1		198		54		64		
13,103 15	875 0			1,873 8	6,665 14		7,320 10	2,501 2	32,343 1	32,307 5	1,164	3,579	356	1,392	49	1,309		
240 0					185 0		228 14	23 12	677 10	677 10	48	205				114		
293 10					291 10		224 8		811 12	811 12		140				87		
					571 1		339 2		960 3	960 3		217		113		85		
552 0					714 0		324 10		1,590 10	1,590 10		287				81		
420 0				588 13			56 11		1,065 8	1,065 8		98				82		
206 14							206 14		413 12	432 11		54				21		
256 12				103 5	316 11		132 0		808 12	808 12		76		48		28		
1,969 4				692 2	2,080 6		1,562 11	23 12	6,328 3	6,347 2	48	1,077		161		471		
936 0					1,692 0		495 10		3,123 10	3,123 10		353				156		
461 0					420 0		121 7		1,005 7	1,005 7		118		27		48	4	
	720 0				720 0		397 2		1,837 2	1,837 2		265		39		83		
180 0							30 3	361 9	574 12	574 12		73						
1,580 0	720 0				2,832 0		1,044 6	364 9	6,540 15	6,540 15		809		66		287	4	
25,517 12	1,775 0			6,227 7	18,369 12		14,822 4	7,237 13	73,950 0	72,973 3	1,661	8,418	1,194	2,383	49	2,868	6	
1,200 0				2,667 15			273 0		4,110 15	3,641 15	77	45						Boys 44 girls 33
26,717 12	1,775 0			8,895 6	18,369 12		15,095 4	7,237 13	78,090 15	76,615 2	1,738	8,463	1,194	2,383	49	2,868	6	

Statement of Grant-in-aid Female Schools

1	2	3	4	5	6	7	8	9	10	11	12	13
		Number of pupils on rolls at the close of the year.								*Teachers*		
District.	Name of Institution.	Christians.	Hindus.	Muhammadans.	Sikhs.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.	Monthly rate of schooling fee.
	Umballa Circle.											
Delhi ... 6	S. P. G. Mission Schools ...	...	58	83	...	...	141	124	108	2	6	...
Do. 1	S. P. G. Mission Industrial School ...	...	...	28	...	...	28	27	23	1	1	...
Do. 1	S. P. G. Mission Zanána classes ...	...	146	86	...	...	232	224	201	6	4	...
Do. 1	Baptist Mission Zanána classes ...	6	15	113	...	...	134	146	139	7	...	...
Do. 4	Baptist Mission Girls' Boarding Schools ...	30	82	...	...	...	112	80	65	1	1	...
Karnál ... 1	School at Kaithal ...	...	40	...	5	...	45	41	29	...	1	...
Do. 1	S. P. G. Mission Zanána classes ...	...	25	8	...	...	33	32	32	2	1	...
Rohtak ... 1	School at Bahadargarh ...	...	...	13	...	...	13	14	8	..	1	...
Simlá ... 1	Church Mission School, Kotgarh ...	9	14	...	...	...	23	22	17	1	1	...
17	Total ...	45	380	331	5	...	761	713	622	23	16	...
	Lahore Circle.											
Jullundur, 24	Hindú Female Schools ...	...	565	...	8	...	573	574	505	...	26	...
Hoshiarpur, 1	American Presbn. Mission School ...	...	51	...	2	...	53	50	35	...	3	...
Kangrá ... 1	Church Mission School ...	...	31	11	...	...	42	42	36	2	...	...
Do. ... 5	Rural Schools ...	...	124	16	...	...	140	134	96	...	5	...
Amritsar... 1	Church Mission Orphanage ...	45	...	1	...	...	46	44	38	3	...	...
Do. ... 26	Lady Lawrence Girls' Schools ...	...	143	375	264	...	782	720	563	3	23	...
Do. ... 38	Primary Schools in the City ...	...	181	369	637	...	1,187	1,165	852	...	38	...
Siálkot ... 16	Rural Schools ...	...	192	193	19	...	404	424	308	...	17	...
Lahore ... 9	Primary Schools in the City ...	...	86	81	17	...	184	185	152	...	9	..
Do. ... 8	Indian Fem. Nor. Sch & Instn. Society's Schs.	...	33	162	...	...	195	162	136	2	8	...
Do. ... 1	Native Christian Girls' School ...	43	...	...	...	...	43	35	33	2	1	1 to 2 Rs.
Do. ... 13	American Presbn. Mission Girls' Schools ...	3	141	153	16	23	336	268	191	5	13	...
Gujránwála, 8	City Schools ...	...	75	78	...	...	153	146	97	1	8	...
Do. ... 10	Mission Girls' Schools ...	...	83	146	54	28	311	267	201	3	11	..
Ferozpore, 1	City Schools ...	...	...	28	...	...	28	36	21	...	1	As. 7
159	Total ...	91	1,705	1,613	1,017	51	4,477	4,251	3,264	21	163	...
	Rawalpindi Circle.											
R. Pindi ... 2	American Presbn Mission Schools ...	...	70	...	33	...	103	105	67	2	4	...
Do. ... 26	Bedi Khem Singh's Schools ...	...	360	130	436	...	926	960	705	...	26	...
Jhelum ... 18	Do. Do. ...	...	363	37	207	...	607	616	431	...	18	...
Peshawar, 2	Church Mission Schools ...	3	...	70	...	...	73	77	67	3	5	...
48	Total ...	3	793	237	676	...	1,709	1,758	1,270	5	53	...
	Mooltán Circle.											
Mooltán ... 5	Church Mission Schools ...	...	...	75	...	...	75	73	66	4	5	...
229	Grand Total ...	139	2,878	2,256	1,698	51	7,022	6,795	5,222	53	237	...
Delhi ... 1	European Girls' School* ...	37	...	...	...	...	37	33	25	3	1	8 as to 4 Rs.
Simlá ... 1	Auckland House Girls' School* ...	36	...	...	...	...	36	47	47	4	...	Rs. 10
Do. ... 1	Roman Catholic Female Ophanage* ...	157	...	...	...	...	157	160	131	12	...	1 to 7½ Rs.
Do. ... 1	Mayo Industrial School (for Boys & Girls),	31	...	...	...	...	31	33	33	1	...	10 to 12 Rs
Lahore ... 1	Anarkali Girls' School* ...	22	...	..	...	...	22	18	13	2	...	2½ to 5 Rs.
Do. ... 1	Naulakha & Donald Town Girls' School*...	25	...	...	...	...	25	22	18	2	...	1 to 3 Rs.
Gujránwála 1	Girls' School ...	15	...	...	...	...	15	17	15	1	1	...
	Total Female Schools ...	462	2,878	2,256	1,698	51	7,345	7,125	5,507	78	239	...
	229 Schools for Native Girls ...	...	...	...	...	...	...	...	...	...	...	...
	1 Girls' school (for Eurasians and Natives) Gujránwála ...	...	...	...	...	...	...	...	...	...	...	..
	Total shewn in Table B, 3 ...	...	...	...	...	...	...	...	...	...	..	...
	5 Schools for European girls marked* ...	These figures are shewn in Table B 3.										

of the Lower Class for the year 1877-78.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Received from											*Number of pupils instructed in*							
Provincial Services.	District Funds.	Local General Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total expenditure.	English.	Urdú.	Hindí (Nágrí).	Hindí (Lande, Mahájani, &c., &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
1,018 0	...	...	...	...	300 0	...	...	838 6	2,156 6	2,153 6	...	83	...	...	...	58	...	
300 0	...	...	...	...	...	...	...	815 4	1,115 4	1,069 2	...	...	...	...	...	...	...	
1,440 0	...	...	...	...	...	...	6 0	6,163 11	7,609 11	7,038 10	3	116	...	...	...	15	† 99	* 28 work.
480 0	...	...	...	3,369 15	...	...	...	...	3,849 15	3,369 15	6	120	16	...	...	3	...	† Bengali.
180 0	...	...	...	1,185 1	...	...	...	...	1,365 1	1,185 1	30	30	82	...	...	...	...	
90 6	16 0	...	...	...	84 0	...	...	190 6	190 6	190 6	...	...	45	16	...	...	...	
336 0	...	...	...	...	...	...	...	720 0	1,056 0	1,056 0	2	3	24	...	...	4	...	
88 9	...	...	...	...	89 2	...	...	...	177 11	177 11	...	13	...	...	...	2	...	
120 0	...	...	...	38 0	...	...	...	150 ...	308 0	308 0	...	4	23	...	...	...	...	
4,052 15	16 0	...	...	4,593 0	473 2	...	6 0	8,687 5	17,828 6	16,548 3	41	369	190	16	...	82	99	
435 0	357 0	...	...	792 0	...	...	...	...	1,584 0	1,584 0	...	...	566	...	...	...	7	
192 0	...	...	...	...	96 0	...	...	96 0	384 0	384 0	...	...	51	2	...	...	...	
180 0	...	...	...	...	...	...	...	434 9	614 9	614 9	...	42	...	...	...	...	...	
120 0	45 15	...	...	...	199 13	...	...	...	365 12	365 12	...	16	124	...	...	...	...	
720 0	...	...	...	723 0	...	...	...	...	1,443 0	1,447 0	19	45	...	...	...	...	...	
1,092 0	...	...	545 0	...	...	...	...	5,180 11	6,817 11	6,817 12	...	375	57	‡371	...	...	...	‡Gurmukhi
3,179 11	...	...	...	750 0	5,400 4	...	...	...	9,329 15	6,359 7	...	369	181	‡637	...	96	...	
1,067 8	510 0	...	...	56 3	1,496 12	...	...	...	3,130 7	3,130 7	...	193	211	...	...	43	...	
823 12	...	...	...	621 8	120 0	...	...	82 4	1,647 8	2,748 1	...	62	84	19	...	19	...	
480 0	...	...	...	180 0	...	...	...	1,930 0	2,590 0	2,542 8	...	162	5	32	...	...	...	
720 0	...	...	...	1,188 3	...	...	1,509 3	...	3,417 6	3,357 6	43	43	...	...	...	9	...	
550 0	...	...	...	3,057 0	...	...	...	...	3,607 0	3,607 0	14	182	5	150	...	9	...	
420 0	...	...	...	...	480 0	...	...	...	900 0	900 0	...	78	16	29	...	15	75	
360 0	...	...	...	...	...	...	...	3,242 15	3,602 15	3,602 15	...	174	...	137	...	...	...	
114 8	...	...	...	...	114 8	...	...	... 8	229 8	229 0	...	28	...	...	...	7	...	
10,454 7	912 15	...	545 0	7,367 14	7,907 5	...	1,509 11	10,966 7	39,663 11	37,689 13	76	1,799	1,300	1,377	...	198	82	
240 0	...	...	...	...	195 0	...	...	134 2	569 2	569 2	...	...	§103	...	...	...	...	§Gurmukhi
405 0	720 0	...	...	...	720 0	...	...	1,476 0	3,321 0	3,321 0	...	39	796	238	130	15	25	
258 0	720 0	...	...	...	...	...	...	1,116 0	2,094 0	2,094 0	...	17	570	91	37	...	3	
720 0	...	...	...	944 0	...	...	16 14	...	1,680 14	1,680 14	...	73	...	...	...	10	...	
1,623 ...	1,440 ...	...	...	944 0	915 0	...	16 14	2,720 2	7,665 0	7,665 0	...	129	1,169	329	167	25	28	
300 ...	...	...	...	451 13	180 0	...	...	...	931 13	931 13	...	75	...	...	...	1	...	
16,430 6	2,368 15	...	545 0	13,356 11	9,475 7	...	1,532 9	22,379 14	66 088 14	62,834 13	117	2,372	2,959	1,722	167	306	209	
360 0	...	...	...	...	...	...	77 12	986 7	1,424 3	1,121 5	87	12	...	...	...	...	...	
3,600 0	...	...	...	...	...	...	6,818 0	...	10,418 0	10,745 7	36	‖30	†4	*4	...	...	...	‖music
3,781 0	...	...	...	1,001 8	...	...	2,426 12	2,110 0	9,319 4	10,200 0	157	...	...	...	...	...	...	†drawing
1,093 0	...	...	...	6,420 12	...	...	856 0	...	8,369 12	2,262 0	31	...	...	...	...	...	...	*French
781 0	...	...	...	...	...	...	781 0	...	1,562 0	2,215 6	22	...	...	...	...	...	...	
1,080 0	...	...	...	...	...	...	398 14	853 15	2,332 13	2,338 11	25	...	...	...	...	...	...	
480 0	...	...	...	240 0	240 0	...	...	...	960 0	960 0	15	11	...	...	...	3	..	
27,605 6	2,368 15	...	545 0	21,018 15	9,715 7	...	12,890 15	26,330 4	1,00,474 14	92,677 10	440	2,425	2,963	1,726	167	309	209	
16,430 6	2,368 15	...	545 0	13,356 11	9,475 7	...	1,532 9	22,379 14	66,088 14	62,834 13	...	...	...	...	...	...	...	
480 0	...	...	...	240 0	240 0	...	...	...	960 0	960 0	...	...	...	...	...	...	...	
16,910 6	2,368 15	...	545 0	13,596 11	9,715 7	...	1,532 9	22,379 14	67,048 14	63,794 13	...	...	...	...	...	...	...	
9,602 0	...	...	...	1,001 8	...	...	10,502 6	3,950 6	25,056 4	26,620 13	...	...	...	...	...	...	...	

Statement of Grants-in-aid Normal Schools

1	2		3	4	5	6	7	8	9	10	11	12	13
District.	Name of Institution.		Number of pupils on rolls at the close of the year.						Average number of pupils on the rolls monthly.	Average daily attendance.	Teachers		Monthly rate of schooling fee.
			Christians.	Hindús.	Muhammadans.	Sikhs.	Others.	Total.			Christians	Others.	
	Umballa Circle.												
Dilhi ...	1 *S. P. G. Mission Female Normal School		.....	40	17	.....	.....	57	63	56	3	4	.....
Do. ...	2 European Training School		3	.....	.....	.....	.....	3	5	5	2	1	Rs. 15.
	Total ...		3	40	17	.....	....	60	68	61	5	5	.....
	Lahore Circle.												
Jullundur ...	1 Indian Female Normal School ..		.....	15	41	1	.....	60	58	46	2	4	...
Amritsar ...	2 Female Normal School		.....	8	12	10	.....	30	32	30	.....	3	.....
Lahore ...	3 Ditto ...		.....	25	39	6	.....	70	68	58	.....	4	....
	Total ...		.....	48	95	17	.....	160	158	134	2	11	.....
	Grand Total of Female Normal Schools.		3	88	112	17	....	220	226	195	7	16	.....
Amritsar ...	1 Christian Vernacular Education Society's Normal School for Masters.		4	12	12	5	.....	33	32	30	4	2	...
	Grand Total ..		7	100	124	22	.....	253	258	225	11	18	.....

in the Punjab for the year 1877-78.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Received from											*Number of pupils instructed in*						
Provincial Services.	District Funds.	General Local Fund.	Endowments.	Subscriptions.	Municipal Funds.	Native States.	Fees and fines.	Funds not included in foregoing headings.	TOTAL.	Total Expenditure.	English.	Urdú.	Hindí (Nágrí).	Hindí, Landa, (Mahájní &c., &c.)	Arabic.	Persian.	Sanskrit.
1,800 0	.....	.....	.....	230 0	.....	.....	.....	1,833 12	3,863 12	3,614 11	.....	17	40	.....	...	8	..
360 0	.....	.....	.....	.....	.....	.....	125 0	1,586 10	2,071 10	1,365 0	3	3	.....	3	...	3	...
2,160 0	.....	.....	.....	230 0	.....	.....	125 0	3,420 6	5,935 6	4,979 11	3	20	40	3	..	11	...
900 0	.....	.....	.....	.....	.....	.....	.....	900 0	1,800 0	1,800 0	.....	44	16	.....	...	18	...
4,694 15	.....	.....	.....	.....	1,200 0	.....	.....	.....	5,894 15	5,894 15	.....	12	17	10	...	12	..
5,288 0	.....	.....	.....	.....	500 0	.....	.....	1 4	5,789 4	5,789 4	.....	30	14	17	...	9	..
10,882 15	.....	.....	.....	.....	0 1,700 0	.....	.....	901 4	13,484 3	13,484 3	.....	86	47	27	...	39	...
13,042 15	.....	.....	.....	230 0	1,700 0	.....	125 0	4,321 10	19,419 9	18,463 14	8	106	87	30	...	50	...
3,000 0	.....	.....	.....	.....	.....	.....	.....	4,710 10	7,710 10	7,710 10	10	33	.....	.....	17	33	..
16,042 15	.....	.....	.....	230 0	1,700 0	.....	125 0	9,032 4	27,130 3	26,174 8	13	139	87	30	17	83	..

Statement of Indigenous Schools

1 DISTRICT.	2 Number.	3 Number of pupils on the rolls. Hindús.	4 Muhammadans.	5 Others.	6 Total.
Umballa Circle.					
Delhí	23	205	62	48	315
Gurgáon	42	359	199	...	558
Karnál	31	141	325	...	466
Hissár	14	471	24	5	500
Rohtak	40	265	256	...	521
Sirsá	44	187	299	10	496
Umballa	108	680	789	63	1,532
Ludhiána	94	763	599	46	1,408
Simlá	3	3	17	...	20
TOTAL ...	406	3,074	2,570	172	5,816
Lahore Circle.					
Jullundur	211	770	1,601	116	2,487
Hoshiárpur	116	608	643	45	1,296
Kangrá	1	3	29	...	32
Amritsar	42	740	283	310	1,333
Gurdáspur	64	354	743	4	1,101
Siálkot	276	806	1,810	92	2,708
Lahore	264	990	1,965	36	2,991
Gujránwála	146	495	1,077	81	1,653
Ferozpore	81	324	725	32	1,081
TOTAL ...	1,201	5,090	8,876	716	14,682
Ráwalpindi Circle.					
Ráwalpindí	348	1,091	3,856	229	5,176
Jhelum	333	707	4,413	163	5,283
Gujrát	1,373	872	10,589	459	11,920
Sháhpur	144	403	2,208	...	2,611
Pesháwar	398	171	4,141	6	4,318
Hazara	389	315	3,758	8	4,081
Kohát	171	3	1,320	...	1,323
TOTAL ...	3,156	3,562	30,285	865	34,712
Mooltán Circle.					
Mooltán	108	316	628	...	944
Jhang	130	588	882	20	1,490
Montgomery	75	215	374	19	608
Muzaffargarh	63	189	280	...	469
Dera Ghazi Khan	92	116	685	...	801
Dera Ismail Khán	64	386	650	22	1,058
Bannú	86	244	986	8	1,238
TOTAL ...	618	2,054	4,485	69	6,608
GRAND TOTAL ...	5,381	13,780	46,216	1,822	61,818

in the Punjab for the year 1877-78.

7	8	9	10	11	12	13	14	15	16	17	18
Expenditure.				*Number of pupils instructed in*							
From private sources.	From fees.	From Government.	Total.	English.	Urdú.	Hindi (Nágrí).	Hindí (Lande and Mahájaní).	Arabic.	Persian.	Sanskrit.	Remarks.
...	226 0 0	...	226 0 0	...	80	54	65	48	66	2	
177 0 0	894 0 0	...	1,071 0 0	...	...	52	253	136	114	3	
484 0 0	105 0 0	10 0 0	599 0 0	...	11	20	95	290	50	...	
...	1,132 8 0	...	1,132 8 0	...	8	...	430	5	57	...	
...	1,120 0 0	...	1,120 0 0	...	2	26	141	208	95	54	
639 0 0	...	...	639 0 0	...	30	40	138	265	13	10	
257 12 0	19 13 0	...	277 9 0	4	33	26	608	692	248	51	
23 8 0	30 9 9	...	54 1 9	63	6	193	388	513	97	148	
...	...	...	...	...	...	...	...	20	...	...	
1,581 4 0	3,527 14 9	10 0 0	5,119 2 9	67	200	411	2,118	2,177	740	268	
1,630 0 0	...	...	1,630 0 0	...	128	4	369	1,470	357	159	
3,207 12 0	60 0 0	...	3,267 12 0	...	114	160	279	281	462	...	
60 0 0	...	...	60 0 0	...	32	...	...	...	...	...	
2,668 11 0	198 0 0	540 0 0	3,406 11 0	...	163	316	483	48	84	239	
2,791 8 0	...	...	2,791 8 0	...	104	77	120	477	256	67	
1,798 12 0	60 0 0	...	1,858 12 0	30	254	332	118	1,247	734	26	
1,037 0 0	813 0 0	...	1,850 0 0	115	268	247	388	1,581	310	82	
943 12 0	...	...	943 12 0	...	117	79	280	869	308	...	
333 0 0	358 0 0	...	691 0 0	...	37	34	228	688	22	72	
14,470 7 0	1,489 0 0	540 0 0	16,499 7 0	145	1,217	1,249	2,265	6,661	2,533	645	
1,000 0 0	195 0 0	...	1,195 0 0	...	139	429	866	2,551	1,101	90	
3,996 0 0	...	...	3,996 0 0	...	36	264	206	4,142	628	27	
...	...	...	...	...	271	771	386	9,241	1,157	94	
8,849 0 0	...	...	8,849 0 0	...	12	304	...	2,058	237	...	
...	...	58 0 0	58 0 0	...	280	76	46	3,466	517	...	Includes 10 aided indigenous schools.
...	...	...	...	...	30	...	67	2,865	887	14	
4,062 2 0	51 0 0	...	4,113 2 0	...	17	...	...	1,045	258	3	
17,907 2 0	246 0 0	58 0 0	18,211 2 0	...	785	1,844	1,571	25,368	4,785	228	
61 0 0	...	...	61 0 0	...	...	...	260	565	119	...	
1,322 0 0	...	...	1,322 0 0	...	10	10	167	737	541	25	
...	...	...	...	...	13	...	181	240	136	38	
494 0 0	286 0 0	...	780 0 0	...	...	2	183	202	80	2	
...	...	...	...	...	...	...	43	431	298	29	
30 0 0	...	...	30 0 0	...	142	...	226	440	230	20	
...	...	...	...	...	35	...	125	927	131	20	
1,907 0 0	286 0 0	...	2,193 0 0	...	200	12	1,185	3,542	1,535	134	
35,865 13 0	5,548 14 9	608 0 0	42,022 11 9	212	2,402	3,516	7,139	37,748	9,593	1,275	

Expenditure on Grants-in-aid on 31st March 1877, ...	Rs.	13,685-13-8
Do. Do. 31st March 1878, ...	Rs.	13,611-13-8
Difference or decrease (*Explained below*)	Rs.	74-0-0

NEW GRANTS.							
Mission Girls' School, Lahore	50	0	0	50	0	0	G. O. No. 966, dated 13th March 1877.
OLD GRANTS INCREASED.							
Branches to District School, Rewàri, in the Gurgáon District from 75 to 95	20	0	0	...			G. O. No. 910, dated 9th March 1877.
Elementary English School, Hissár from 20 to 25 ...	5	0	0	...			(*a*).
				25	0	0	
Total Increase ...				75	0	0	
GRANTS ABOLISHED OR REDUCED.							
Mission Boys' School, Sabáthu	30	0	0	...			(*b*).
Do. Girls' Do., ...	15	0	0	...			(*b*).
Mission School, Lahore, from 435 to 390	45	0	0	...			G. O. No. 966, dated 13th March 1877.
Do. Adult, Do. „ 30 to 25	5	0	0	...			Do. Do. Do.
Do. Adult English School	34	0	0	...			(*b*).
32nd Pioneer's Regimental School, Jhelum	20	0	0	149	0	0	(*c*).
Net decrease (149—75) ...				74	0	0	

(*a*). The sanctioned grant is Rs. 25, but it has been erroneously shewn as Rs. 20 in the previous year's Ledgers.
(*b*). These schools were closed more than one year ago, but their grants have not yet been recommended to Govt. for abolition.
(*c*). The Regiment was transferred to Quetta which is out of the Punjab.

Statement shewing the expenditure of public money during the year 1877-78 *on Educational buildings in the Punjáb.*

Expenditure from Department Public Works Budget.	Rs.	A.	P.	Expenditure from Educational Budget.	Rs.	A.	P.
b. Repairs	7,344	6	0	Repairs to Government Buildings ..	...		...
a. Minor Works (up to Rs. 2,500) .	566	11	0	Minor Government Buildings	..		
Larger Works (above Rs. 2,500) .	6,022	12	0	Minor grants-in-aid (Rs. 1,000 and under),	. .		..
				Larger grants-in-aid (above Rs. 1,000) ...	..		..
Total from Public Works Dept. Budget ..	13,933	13	0	Total from Educational Budget ...	...		...

(*a*). Inclusive of Rs. 225-3-0 on account of Lawrence Asylum, Sanáwar.
(*b*). Do. „ 3,482-7-0 Do. Do. Do.
N. B. The expenditure from "Provincial Services" only is exhibited in this statement.

Statement shewing the number of pupils in each class of District Schools in the beginning and at the close of 1877-78.

	District.	Number of pupils in each class at the close of 1876-77.													Number of pupils in each class at the close of 1877-78.											Remarks.
		Upper Dept.				Middle Department.					Lower Dept.				Upper Dept.				Middle Department.					Lower Dept.			
		9th Class.	8th Class.	7th Class.	Total.	6th Class.	5th Class.	4th Class.	3rd Class.	Total.	2nd Class.	1st Class.	Total.	Grand Total.	9th Class.	8th Class.	7th Class.	Total.	6th Class.	5th Class.	4th Class.	3rd Class.	Total.	2nd Class.	1st Class.	Total.	Grand Total.	
UMBALLA CIRCLE.	Delhi District School	26	27	28	81	31	43	65	97	236	.....	.....	.....	317	19	30	28	77	20	28	123	72	243	.....	.....	.....	320	
	Delhi Anglo Arabic School	.....	.....	.....	.....	9	15	43	62	129	52	85	137	266	.....	.....	.....	.....	9	9	72	66	156	51	93	144	300	
	Gurgáon High Vernacular School	.....	2	143	145	.....	.....	.....	.....	.....	.....	.....	.....	145	.....	3	5	8	.....	.....	.....	.....	.....	.....	.....	.....	8	
	Rewári District School	.....	.....	.....	.....	23	42	44	81	190	.....	.....	.....	190	.....	.....	.....	.....	20	32	80	.....	132	.....	.....	.....	132	
	Karnál Ditto	.....	.....	.....	.....	8	12	26	35	81	.....	.....	.....	81	.....	.....	.....	.....	8	7	48	45	108	.....	.....	.....	108	
	Bhiwáni Ditto	.....	.....	.....	.....	7	14	15	30	66	.....	.....	.....	66	.....	.....	.....	.....	9	11	31	31	82	.....	.....	.....	82	
	Rohtak Ditto	.....	.....	.....	.....	14	10	18	51	93	.....	.....	.....	93	.....	.....	.....	.....	8	11	43	52	114	.....	.....	.....	114	
	Jagádhri Ditto	.....	.....	.....	.....	7	14	36	68	125	.....	.....	.....	125	.....	.....	.....	.....	5	10	65	58	138	.....	.....	.....	138	
	Rupar Ditto	.....	.....	.....	.....	7	18	15	28	68	.....	.....	.....	68	.....	.....	.....	.....	6	14	34	49	104	.....	.....	.....	104	
	Ludhiána High Vernacular School	8	26	30	64	26	20	30	23	99	23	44	67	230	5	28	29	62	26	32	32	45	135	33	63	96	293	
	Simla District School	.....	.....	.....	.....	11	6	15	18	50	.....	.....	.....	50	.....	.....	.....	.....	.....	7	6	9	22	.....	.....	.....	22	
	Total ...	34	55	201	290	143	194	307	493	1,137	75	129	204	1,631	24	61	62	147	112	161	534	427	1,234	84	156	240	1,621	
LAHORE CIRCLE.	Rahon District School	.....	.....	.....	.....	20	23	35	46	124	.....	.....	.....	124	.....	.....	.....	.....	13	21	60	56	150	.....	.....	.....	150	
	Hoshiárpur Ditto	12	15	13	40	33	36	54	62	185	.....	.....	.....	225	10	9	11	30	28	28	89	.....	145	.....	.....	.....	175	
	Núrpur Ditto	.....	.....	.....	.....	9	11	18	30	68	.....	.....	.....	68	.....	.....	.....	.....	4	4	26	35	69	.....	.....	.....	69	
	Amritsar Ditto	16	21	23	60	60	74	110	.....	244	.....	.....	.....	304	8	18	20	46	41	59	157	.....	257	.....	.....	.....	303	
	Gurdáspur Ditto	.....	.....	.....	.....	18	23	53	55	149	.....	.....	.....	149	.....	.....	.....	.....	20	12	62	57	151	.....	.....	.....	151	
	Batálá Ditto	.....	.....	.....	.....	19	17	41	102	179	.....	.....	.....	179	.....	.....	.....	.....	14	14	88	.....	116	.....	.....	.....	116	
	Lahore Ditto	22	19	41	82	53	78	108	.....	239	.....	.....	.....	321	19	15	44	78	50	65	203	.....	318	.....	.....	.....	396	
	Gujránwála Ditto	.....	.....	.....	.....	12	31	47	.....	90	.....	.....	.....	90	.....	.....	.....	.....	14	28	89	.....	131	.....	.....	.....	131	
	Ferozpore Ditto	.....	.....	.....	.....	11	12	28	44	95	74	215	289	384	.....	.....	.....	.....	14	19	69	68	170	119	204	323	493	
	Total ...	50	55	77	182	235	305	494	339	1,373	74	215	289	1,844	37	42	75	154	198	250	843	216	1,507	119	204	323	1,984	
RAWALPINDI CIRCLE.	Jhelum District School	.....	.....	.....	.....	14	26	43	44	127	.....	.....	.....	127	.....	.....	.....	.....	15	14	60	34	123	.....	.....	.....	123	
	Gujrát Ditto	10	6	18	34	35	29	67	47	178	.....	.....	.....	212	13	6	15	34	30	61	46	45	189	.....	.....	.....	223	
	Bhera Ditto	.....	.....	.....	.....	13	19	42	49	123	.....	.....	.....	123	.....	.....	.....	.....	12	16	61	60	149	.....	.....	.....	149	
	Abbottabád Ditto	.....	.....	.....	.....	6	11	12	11	40	15	23	38	78	.....	.....	.....	.....	11	8	14	20	53	17	26	43	96	
	Kohát Ditto	.....	.....	.....	.....	11	10	22	31	74	.....	.....	.....	74	.....	.....	.....	.....	7	15	21	22	65	.....	.....	.....	65	
	Total ...	10	6	18	34	79	95	186	182	542	15	23	38	614	13	6	15	34	82	114	202	181	579	17	26	43	656	
MOOLTAN CIRCLE.	Mooltán District School	.....	.....	.....	.....	17	20	37	55	129	.....	.....	.....	129	.....	.....	.....	.....	13	17	65	65	160	.....	.....	.....	160	
	Jhang Ditto	.....	.....	.....	.....	22	39	37	38	136	.....	.....	.....	136	.....	.....	.....	.....	11	37	46	27	121	.....	.....	.....	127	
	Dera Gházi Khán District School	3	2	1	6	29	19	40	67	155	.....	.....	.....	161	.....	.....	.....	6	14	45	40	77	176	.....	.....	.....	176	
	Total ...	3	2	1	6	68	78	114	160	420	.....	.....	.....	426	.....	.....	6	6	38	99	151	169	457	.....	.....	.....	463	
	Grand Total ...	97	118	297	512	525	672	1,101	1,174	3,472	164	367	531	4,515	74	109	158	341	430	624	1,730	993	3,777	220	386	606	4,724	

Statement shewing the number of pupils in each class of Middle Vernacular Schools at the beginning and at the close of 1877-78.

District.	Number of Schools.	Number of pupils in each class at the close of 1876-77.							Number of Schools.	Number of pupils in each class at the close of 1877-78.							Remarks.
		6th Class.	5th Class.	4th Class.	3rd Class.	2nd Class.	1st Class.	Total.		6th Class.	5th Class.	4th Class.	3rd Class.	2nd Class.	1st Class.	Total.	
Delhi	7	52	43	60	90	164	419	828	7	56	99	67	94	175	23	914	
Gurgáon	7	54	60	70	91	172	428	865	9	75	81	93	120	218	15	1,103	
Karnál	4	12	16	36	53	73	362	552	4	21	34	39	56	92	437	679	
Hissár	3	12	9	26	29	49	134	259	3	10	10	47	31	55	135	288	
Rohtak	4	35	29	32	42	69	385	592	4	28	44	45	39	111	300	567	
Sirsa	2	14	9	15	32	57	156	283	2	10	18	14	27	55	139	263	
Umballa	11	92	83	104	162	220	622	1,283	11	59	147	99	158	167	709	1,339	
Ludhiána	11	104	81	153	143	217	688	1,386	11	102	243	139	134	218	700	1,536	
TOTAL ...	49	375	320	496	642	1,091	3,194	6,048	51	361	676	543	659	1,091	3,358	6,688	
Jullundur	8	47	88	79	85	141	472	912	9	80	302	128	181	200	443	1,334	
Hoshiárpur	8	81	226	87	159	189	243	985	8	75	319	95	171	166	267	1,093	
Kangra	3	15	16	22	41	55	234	383	3	12	23	30	45	68	184	362	
Amritsar	8	37	73	78	123	160	235	706	8	31	129	127	112	138	253	790	
Gurdáspur	5	8	27	55	69	102	409	670	6	21	47	71	111	111	509	870	
Siálkot	8	78	76	113	116	169	303	855	8	58	88	177	173	146	326	968	
Lahore	6	36	60	64	104	174	589	1,027	6	63	94	78	130	135	482	982	
Gujránwála	2	36	19	26	32	42	135	290	3	27	57	47	70	60	180	434	
Ferozpore	6	24	49	50	57	94	187	461	6	29	39	72	53	94	173	460	
TOTAL ...	54	362	634	574	786	1,126	2,807	6,289	57	396	1,098	818	1,046	1,118	2,817	7,293	
[illegible]	4	43	74	63	83	92	303	658	4	38	90	106	82	102	306	724	
Jhelum	3	29	44	44	70	81	304	572	3	36	70	58	68	78	340	650	
Gujrát	3	24	40	52	58	96	231	501	4	19	94	84	76	116	262	651	
Sháhpur	5	29	29	53	80	100	390	681	4	15	38	43	67	85	391	639	
Hazará	1	5	20	10	11	45	40	131	1	15	30	14	37	30	64	190	
TOTAL ...	16	130	207	222	302	414	1,268	2,543	16	123	322	305	330	411	1,363	2,854	
Mooltán	4	28	24	35	37	46	250	420	3	26	24	26	43	46	176	341	
Jhang	5	50	74	97	129	134	272	756	5	33	69	136	121	127	305	791	
Montgomery	3	8	15	22	50	57	196	424	3	13	32	52	48	69	284	498	
Muzaffargarh	2	6	10	32	38	36	462	318	2	3	7	54	48	32	213	357	
Dera Ismail Khan	4	40	29	52	109	105	275	797	4	25	72	55	88	96	448	784	
Dera Ghazi Khan	5	17	31	37	47	56	171	463	6	11	54	27	68	94	300	554	
Bannú	2	5	9	28	32	42	272	287	2	5	16	28	40	66	122	277	
TOTAL ...	25	154	192	303	442	476	1,898	3,465	25	116	274	378	456	530	1,848	3,602	
GRAND TOTAL ...	144	1,021	1,353	1,595	2,172	3,037	9,167	18,345	149	996	2,370	2,044	2,491	3,150	9,386	20,437	

Statement shewing the number of pupils studying in class of Government Primary Schools of each District at the beginning and at the close of 1877-78.

District.	Number of Schools.	*Number of pupils in each class at the close of* 1876-77.					Number of Schools.	*Number of pupils in each class at the close of* 1877-78.					Remarks.
		4th Class.	3rd Class.	2nd Class.	1st Class.	Total.		4th Class.	3rd Class.	2nd Class.	1st Class.	Total.	
Delhi	37	130	138	333	1,064	1,665	38	112	156	352	1,022	1,702	
Gurgáon	45	162	191	326	1,092	1,771	45	112	187	419	1,163	1,881	
Karnál	40	60	60	173	1,348	1,641	38	51	72	204	1,332	1,659	
Hissár	17	50	38	109	324	521	17	42	37	109	454	642	
Rohtak	37	135	118	276	1,163	1,692	36	77	101	290	1,083	1,551	
Sirsa	19	28	46	115	416	605	19	31	34	109	363	537	
Umballa	56	234	280	542	1,748	2,804	58	271	356	441	1,882	2,950	
Ludhiána	47	225	295	411	1,443	2,374	49	249	244	508	1,395	2,396	
Simla	3	17	16	23	70	126	4	17	23	26	84	150	
Total ...	301	1,011	1,182	2,308	8,668	13,199	304	992	1,240	2,458	8,778	13,468	
Jullundur	71	247	308	568	2,405	3,598	73	364	535	735	2,070	3,704	
Hoshiárpur	81	329	633	798	1,539	3,299	80	329	612	710	1,762	3,413	
Kángra	49	91	181	364	1,401	2,040	(a)45	112	185	333	1,482	2,112	(a) Includes 7 schools supported by the Raja of Guler.
Amritsar	69	310	374	695	1,480	2,859	45	330	353	496	1,044	2,223	
Gurdáspur	90	251	351	652	2,659	3,916	99	253	335	632	2,568	3,788	
Sialkot	72	381	459	732	1,744	3,316	65	320	498	543	1,718	3,079	
Lahore	45	125	168	369	1,343	2,005	45	186	229	371	1,362	2,148	
Gujránwála	68	390	562	552	1,624	3,128	64	201	412	572	1,622	2,807	
Ferozpore	33	93	197	266	653	1,209	36	165	165	213	799	1,342	
Total ...	578	2,223	3,233	4,996	14,908	25,360	552	2,260	3,324	4,605	14,427	24,616	
Ráwalpindi	48	315	466	637	2,111	3,529	49	376	434	610	2,142	3,562	
Jhelum	35	370	388	477	1,600	2,835	35	402	387	443	1,649	2,881	
Gujrát	37	401	364	523	1,194	2,485	36	379	320	502	1,191	2,392	
Sháhpur	27	100	141	246	650	1,137	29	98	161	217	667	1,143	
Peshawar	32	37	58	229	1,104	1,428	30	39	104	202	944	1,289	
Hazára ...	23	67	125	203	488	883	23	96	130	166	472	864	
Kohát	3	3	8	20	100	131	3	7	10	25	96	144	
Total ...	205	1,296	1,550	2,335	7,247	12,428	205	1,397	1,552	2,165	7,161	12,275	
Mooltán	35	112	168	233	858	1,371	36	160	189	276	849	1,474	
Jhang	23	123	154	194	633	1,104	23	137	154	174	566	1,031	
Montgomery	21	43	75	124	650	892	23	77	100	181	636	994	
Muzaffargurh	22	145	156	242	685	1,228	22	202	203	229	601	1,238	
Dera Ismail Khán ...	21	107	111	181	673	1,075	21	121	130	185	648	1,084	
Dera Ghazi Khán ...	21	73	107	119	447	746	22	88	85	128	604	905	
Bannú	17	28	63	133	345	569	17	33	71	161	479	744	
Total ...	163	631	837	1,226	4,291	6,985	164	818	932	1,334	4,386	7,470	
Grand Total ...	1,247	5,191	6,802	9,865	35,114	57,972	1,225	5,467	7,048	10,562	34,752	57,829	

Results of the Calcutta University Examinations for all Educational Institutions in the Punjab.

YEARS.	M. A. EXAMINATION.			B. A. EXAMINATION.			F. A. EXAMINATION.			ENTRANCE EXAMINATION.		
		Passed.			*Passed.*			*Passed.*			*Passed.*	
	No. of candidates.	From Government Institutions.	From Private Institutions.	No. of candidates.	From Government Institutions.	From Private Institutions.	No. of candidates.	From Government Institutions.	From Private Institutions.	No. of candidates.	From Government Institutions.	From Private Institutions.
1861-62 ...										10	4 (*a*)	1
1862-63 ...										12	7	1
1863-64 ...										35	15 (*a*)	10
1864-65 ...										43	15 (*b*)	16
1865-66 ...							20	5	5	75	15 (*a*)	8
1866-67 ...							17	4	.....	81	18	4
1867-68 ...				7	2	2	11	4	1	73	24 (*a*)	20
1868-69 ...				1	1	.....	11	4	.....	78	19 (*c*)	19(*b*)
1869-70 ...				3	2	.....	18	9	.....	98	22	22
1870-71 ...				4	1	.....	20	15	.....	74	23	28(*a*)
1871-72 ...	2	2	.....	8	3	.....	21	4	.....	81	13	20
1872-73 ...	1	1	.....	14	8	.....	26	10	.....	54	12	10
1873-74 ...	1	1	.....	5	2	.....	22	16	.....	71	10	14
1874-75 ...	3	1	.....	5	2	.....	14	11	.....	89	19	23
1875-76 ...	1	1	.....	11	3	.....	15	8	.....	(*d*)103	30	24(*c*)
1876-77 ...	1	1	.....	9	(*a*) 5	.....	18	13	.....	(*e*)100	38	24(*e*)

(*a*). Includes one school-master. (*b*). Includes two school-masters. (*c*). Includes one private student.
(*d*). „ two private students. (*e*). „ 4 private students.

Statement exhibiting in detail the results of the Examination of the Calcutta University for the year 1877-78.

M. A. Examination 1878.

NAME OF INSTITUTION.	No. of candidates.	PASSED IN		
		1st Division.	2nd Division.	3rd Division.
Government College, Lahore ...	1	.....	1	.....

B. A. Examination 1878.

NAME OF INSTITUTION.	No. of candidates.	*Passed in*			*Failed in*					
		1st Division	2nd Division.	3rd Division	English.	2nd Language.	History.	Mathematics and Natural Philosophy.	Mental and Moral Philosophy	Optional subjects.
Government College, Lahore ...	4	...	...	2	1	...	...	2	...	...

First Arts Examination of 1877.

Name of Institution.	Number of candidates.	Passed in			Failed in							Absent.
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Logic.	Chemistry.	Psychology.	
Lahore Government College	20	.....	6	7	3	4	3	7	5	.....	1	

Entrance Examination of 1877.

Name of Institution.	No. of candidates.	Passed in			Failed in				Absent.
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.	
Government Schools.									
Delhi	11	3	3	2	2	1	...	2	...
Hoshiárpur	2	...	1	1	...	...	...	...	...
Amritsar	12	1	7	2	2	1	...	1	...
Lahore	20	...	10	2	7	6	3	1	...
Gujrát	8	...	1	1	5	1	3	1	...
TOTAL ...	53	4	22	8	16	9	6	5	...
Aided Schools.									
Delhi Mission School	6	...	...	...	6	3	4	3	...
Lahore Do.	3	...	...	1	1	1	...	1	...
Amritsar Do.	4	...	3	...	1	1	...	1	...
Gujránwála Do.	1	...	...	1	...	...	...	...	...
Jullundur Do.	1	...	1	...	...	...	...	...	...
Ludhiána Do.	3	1	...	2	...	...	...	...	...
Pesháwar Do.	2	...	1	1	.	...	...	...	...
Siálkot Scotch Mission School..	6	...	1	1		1	1	3	...
Bishop Cotton School, Simlá	10	5	3	...	...	...	...	2	...
TOTAL ...	36	6	9	6	12	6	5	10	...
Unaided Schools									
Lahore Hindú School	2	...	...	...	2	1	2	2	...
Jullundur Do.	3	...	...	...	3	1	2	2	...
Kapurthala School	4	...	2	1	1	...	...	...	...
TOTAL .	9	...	2	1	6	2	4	4	...
GRAND TOTAL .	98	10	33	15	34	17	15	19	...

Statement shewing the number of Students of District Schools who have obtained employment during 1877-78.

District.	Number of students who have obtained employment in the Educational Department.	Number of students who have obtained employment in the Civil Department.	Number of students who have obtained employment in other Departments.	Total.	Average salary.			Remarks.
Delhi District School ...	...		..	...	...	...	...	
Rewári Ditto ...	...	2	3	5	11	0	0	
Karnál Ditto ...	...	2	2	4	9	8	0	
Bhiwáni Ditto ...	1	...	1	2	13	0	0	
Rohtak Ditto ...	...	...	...	...	...	...	...	
Jagadhari Ditto ...	2	1	1	4	13	12	0	
Rupar Ditto ...	3	2	...	5	9	10	0	
Ludhiána High Vernacular School ...	2	3	....	5	7	6	0	
Simlá District School ...	...	1	3	4	15	0	0	
Ráhon Ditto ...	1	1	7	9	10	4	0	
Hoshiárpur Ditto ...	...	...	5	5	22	0	0	
Núrpur Ditto ...	...	...	4	4	7	10	8	
Amritsar Ditto ...	...	1	5	6	18	10	6	
Gurdáspur Ditto ...	...	1	1	2	12	8	0	
Batála Ditto ...	...	...	2	2	15	0	0	
Lahore Ditto ...	1	1	8	10	15	0	0	
Gujránwála Ditto ...	...	...	...	...	...	...	...	
Ferozpore Ditto ...	...	1	...	1	8	0	0	
Jhelum Ditto ...	...	...	...	...	...	...	...	
Gujrát Ditto ...	3	...	1	4	13	8	0	
Bhera Ditto ...	...	1	2	3	8	8	0	
Abottabád Ditto ...	...	...	2	2	7	0	0	
Kohát Ditto ...	...	...	...	...	...	...	...	
Mooltán Ditto ...	...	3	3	6	18	0	0	
Jhang Ditto ...	...	...	...	...	...	...	...	
Dera Ghazí Khán Ditto ...	1	1	3	5	25	0	0	
Total ...	14	21	53	88	10	0	2	

Statement shewing the number of Students of Vernacular Schools who have obtained employment during 1877-78.

DISTRICT.	Number of students who have obtained employment in the Educational Department.	Number of students who have obtained employment in the Civil Department.	Number of students who have obtained employment in other Departments.	Total.	Average salary.		
1. Delhi, ...	...	3	...	3	6	...	...
2. Gurgáon, ...	5	4	...	9	8	...	...
3. Karnál, ...	1	...	...	1	15	...	...
4. Hissár, ...	2	1	...	3	10	...	...
5. Rohtak, ...	1	4	1		9	...	...
6. Sirsá, ...	2	1	...	3	8	...	...
7. Umballa, ...	5	7	2	14	7	9	...
8. Ludhiána, ...	...	...	2	2	5	...	...
9. Simlá,...	...	1	1	2	40	...	...
10. Jullundur, ...	4	5	1	10	10	...	...
11. Hoshiárpur, ...	2	6	4	12	11	6	5
12. Kangrá, ...	...	...	2	2	11	...	...
13. Amritsar, ...	...	3	4	7	13	2	3
14. Gurdáspur, ...	2	17	30	49	9	...	...
15. Siálkot, ...	...	...	...	...	...	...	...
16. Lahore, ...	3	2	1	6	8	5	4
17. Gujránwála, ...	4	4	4	12	8	...	...
18. Ferozpore, ...	3	2	2	7	9	...	...
19. Ráwalpindí	...	5	6	11	8	4	4
20. Jhelum, ...	...	2	1	3	13	5	4
21. Gujrát	2	2	...	4	8	12	...
22. Sháhpur	1	2	3	6	13	4	...
23. Házara, ...	...	1	...	1	15	...	...
24. Mooltán, ...	4	1	...	5	6	...	...
25. Jhang, ...	1	...	...	1	6	...	...
26. Montgomery, ...	2	3	1	6	7	...	...
27. Muzaffargarh	...	4	...	4	7	...	...
28. Dera Ismáil Khán	...	12	3	15	8	...	...
29. Dera Gázi Khán	...	2	...	2	10	...	...
30. Bannú...	3	19	2	24	8	...	...
TOTAL ...	47	113	70	230	9	12	3

Return of Students who have passed the Normal School Examination held in June 1877 and gained Certificates of qualification.

No.	Names of passed candidates.	When and where examined.	Where educated.	Grade of certificate gained.
	DELHI NORMAL SCHOOL.			
1	Dayá Rám ...	In June 1877 at Delhi.	Delhi Normal School.	grade.
2	Rahím Bakhsh ...	Ditto Ditto	Ditto	Ditto.
3	Saiyad Hasan ...	Ditto Ditto	Ditto	Ditto.
4	Mahbub Ahmad ...	Ditto Ditto	Ditto	Ditto.
5	Ghasítá Mal ...	Ditto Ditto	Ditto	4th grade.
6	... ho Singh ...	Ditto Ditto	Ditto	Ditto.
7	Gulám Qádir ...	Ditto Ditto	Ditto	Ditto.
8	Shank[illegible] Lál ...	Ditto Ditto	Ditto	Ditto.
9	Khair-ud-dín ...	Ditto Ditto	Ditto	Ditto.
10	Hukm Chand ...	Ditto Ditto	Ditto	Ditto.
11	Chandú Lál ...	Ditto Ditto	Ditto	Ditto.
12	Prabh Dyál ...	Ditto Ditto	Ditto	Ditto.
13	Ajudhia Parshád ...	Ditto Ditto	Ditto	Ditto.
14	Aḥmad Khán ...	Ditto Ditto	Ditto	Ditto.
15	Gopi[illegible]n ...	Ditto Ditto	Ditto	Ditto.
16	Alá Bakhsh ...	Ditto Ditto	Ditto	Ditto.
17	Muhammad Hasan ...	Ditto Ditto	Ditto	Ditto.
18	Nizám-ud-dín ...	Ditto Ditto	Ditto	Ditto.
19	Abdul Rahmán ...	Ditto Ditto	Ditto	Ditto.
20	Naráin Dás ...	Ditto Ditto	Ditto	Ditto.
21	Dátá Rám ...	Ditto Ditto	Ditto	Ditto.
	LAHORE NORMAL SCHOOL.			
1	Husain Bakhsh ...	In June 1877 at Lahore.	Lahore Normal School.	2nd grade.
2	Amir Chand ...	Ditto Ditto	Ditto	Ditto.
3	Abdul Rahmán ...	Ditto Ditto	Ditto	Ditto.
4	Anwar-ud-dín ...	Ditto Ditto	Ditto	3rd grade.
5	Raliá Rám ...	Ditto Ditto	Ditto	Ditto.
6	Sansár Chand ...	Ditto Ditto	Ditto	4th grade.
7	Azíz-ud-dín ...	Ditto Ditto	Ditto	Ditto.
8	Sheo Diyál ...	Ditto Ditto	Ditto	Ditto.
9	Muhammad Dín, I ...	Ditto Ditto	Ditto	Ditto.
10	Muhammad Dín, II ...	Ditto Ditto	Ditto	Ditto.
11	Vir Singh ...	Ditto Ditto	Ditto	Ditto.
12	Hasan-ud-dín ...	Ditto Ditto	Ditto	Ditto.
13	Motí Rám ...	Ditto Ditto	Ditto	Ditto.
14	Ghulam Muhi-ud-dín ...	Ditto Ditto	Ditto	Ditto.
15	Imám-ud-dín ...	Ditto Ditto	Ditto	Ditto.
16	Abdul Azíz ...	Ditto Ditto	Ditto	Ditto.
17	Rájá Rám ...	Ditto Ditto	Ditto	Ditto.
18	Muhammad Husain Khán ...	Ditto Ditto	Ditto	Ditto.
19	Mangal Singh ...	Ditto Ditto	Ditto	Ditto.
20	Munshí Rám ...	Ditto Ditto	Ditto	Ditto.
21	Tárá Chand ...	Ditto Ditto	Ditto	Ditto.
22	Núr-ud-dín ...	Ditto Ditto	Ditto	Ditto.
23	Mirán Sháh ...	Ditto Ditto	Ditto	Ditto.
24	Abdula ...	Ditto Ditto	Ditto	Ditto.
25	Jamál Sháh ...	Ditto Ditto	Ditto	Ditto.
26	Karím Bakhsh ...	Ditto Ditto	Ditto	Ditto.
27	'Asmat-ulla ...	Ditto Ditto	Ditto	Ditto.
28	Muhammad Ramzán ...	Ditto Ditto	Ditto	Ditto.
29	Sant Lál ...	Ditto Ditto	Ditto	Ditto.
30	Mohan Lál ...	Ditto Ditto	Ditto	Ditto.
31	Ramdittá Mal ...	Ditto Ditto	Ditto	Ditto.
32	Rám Sarup ...	Ditto Ditto	Ditto	Ditto.
33	Jagan Náth ...	Ditto Ditto	Ditto	Ditto.
34	Ala Bakhsh ...	Ditto Ditto	Ditto	Ditto.
	R. PINDI NORMAL SCHOOL.			
1	Núr-ud-dín ...	In June 1877 at Ráwalpindí.	Ráwalpindí Normal School.	2nd grade.
2	Faiz 'Ali ...	Ditto Ditto	Ditto	Ditto.
3	Gokal Chand ...	Ditto Ditto	Ditto	Ditto.
4	Nek A'lam ...	Ditto Ditto	Ditto	Ditto.
5	Prabh Diyál ...	Ditto Ditto	Ditto	Ditto.
6	Bálmukand ...	Ditto Ditto	Ditto	Ditto.
7	Dunt Chand ...	Ditto Ditto	Ditto	Ditto.
8	Uttam Singh ...	Ditto Ditto	Ditto	Ditto.
9	Qutb-ud-dín ...	Ditto Ditto	Ditto	4th grade.
10	Khudá Bakhsh ...	Ditto Ditto	Ditto	Ditto.
11	Nawáb Khán ...	Ditto Ditto	Ditto	Ditto.
12	Tek Chand ...	Ditto Ditto	Ditto	Ditto.
13	Sulakkhan Mal ...	Ditto Ditto	Ditto	Ditto.
14	Muhammad Hasan ...	Ditto Ditto	Ditto	Ditto.
15	Banárus Khán ...	Ditto Ditto	Ditto	Ditto.
16	Muhammad Afzal ...	Ditto Ditto	Ditto	Ditto.
17	Nának Chand ...	Ditto Ditto	Ditto	Ditto.
18	Sewá Rám ...	Ditto Ditto	Ditto	Ditto.
19	Atmá Singh, I ...	Ditto Ditto	Ditto	Ditto.
20	Ghulam Rasúl ...	Ditto Ditto	Ditto	Ditto.
21	Ishar Singh ...	Ditto Ditto	Ditto	Ditto.
22	Sant Singh ...	Ditto Ditto	Ditto	Ditto.
23	Bhagwán Dás ...	Ditto Ditto	Ditto	Ditto.

Return of Private Endowments, Donations and Subscriptions, from which aid was received by the Department during 1877-78.

District.	Name of Donor.	Description.	Annual value.	For what period to continue.	For what purpose.
Delhi ...	Nawáb Fazl Ali Khan Itmad-ud-dawla, of Lucknow ...	Promissory Notes of the value of Rs. 1,73,600	7,249 15 6	Permanent ...	For extention of education in Delhi.
	Lálá Rammí Mal ...	Cash ...	600 0 0	To end of January 1879	
	Rai Chunna Mal ...	Cash ...	120 0 0	Ditto ...	For the maintenance of the Anglo-Sanskrit School, Delhi.
	Rai Mahesh Dás ...	Cash ...	100 0 0	Ditto ...	
	6 Residents of Delhi ...	Cash ...	223 0 0	Ditto ...	
Hissár ...	135 Residents of Hissár District,	Cash ...	150 0 9	At will of donors ...	For fees and scholarships to indigent boys.
Umballa ...	19 Residents of the Umballa District.	Cash ...	151 12 0	Ditto ...	Maintenance of branch school, Rupar.
	7 Residents of the Ditto ...	Cash ...	21 0 0	Ditto ...	For pay of the District Inspector's office establishment.
Ludhiána ...	Sardár Mít Singh, Rais, Malaud...	Cash ...	120 0 0	Ditto ...	Pay of Assistant Teacher, Malaud school.
	Sardár Balwant Singh, Rais, Bír Khurd.	Cash ...	120 0 0	Ditto ...	Pay of Assistant Teacher, Bír Khurd school.
Simlá ...	15 Residents of Simlá District ...	Cash ...	232 2 0	Ditto ...	Maintenance of Kasauli school.
	Babu Kali Das ...	Map of India	20 0 0	.....	For the Kasauli school.
Jullundur ...	Members of Local Committee ...	Cash ...	245 0 0	.....	For prizes, &c., in primary and middle schools.
	Residents of Jullundur District,	Cash ...	508 9 0	.....	Salaries of teachers in aided female schools.
Hoshiárpur,	101 Members of Local Committee,	Cash ...	215 14 9	.....	For prizes, fees, sweetmeats, food, &c., to poor boys of the schools in this District.
	Achchar Singh, Lambardár Nangal	House ...	250 0 0	.....	Do. do. do.
Kángra ...	3 English residents of Holta ...	Cash ...	120 0 0	At will of donors ...	For the maintenance of Palumpur school.
	Mr. Shaw, Member of Committee of Kanyará.	Cash ...	180 0 0	Ditto ...	For the maintenance of Kángrá school.
	Residents of the District ...	Cash ...	131 13 8	Ditto ...	Maintenance of primary schools.
Gurdáspur ...	Sardár Jamíat Rai, Rais, Mala ...	Cash ...	24 0 0	.....	For maintenance of Hindí teacher of Mala school,
Siálkot ...	Zamíndárs of the District ...	Cash ...	129 7 3	.....	For maintenance of primary and female schools.
Gujránwála,	5 Christian residents of Gujránwála.	Cash ...	240 0 0	At will of donors	For maintenance of English female school.
Ferozpore,	Sodí Mán Singh, Honorary Magistrate of Butar.	Cash ...	180 0 0	Ditto ...	For pay of teachers of Butár school.
	Sardárs of village Rina ...	Cash ...	60 12 0	Ditto ...	For pay of teacher Rina school.
Shahpur ...	Residents of the District ...	Cash ...	92 12 5	.....	For the maintenance of primary schools.
Jhang ...	40 Residents of tahsil Jhang ...	Cash ...	480 0 0	During existence of school	Maintenance of the English school, Maghiana.
	20 Residents of tahsil Shorkot ...	Cash ...	276 0 0	Ditto ...	Ditto Do. of Shorkot.
	79 Residents of tahsil Chiniot ...	Cash ...	246 0 0	Ditto ...	Ditto of Chiniot.
	10 Residents of village Qaim ...	Cash ...	60 0 0	Ditto ...	Maintenance of primary school Qaim.
	5 Residents of village Machhiwal	Cash ...	60 0 0	To end of 1879 ...	Do. Do. Machiwal.
	5 Residents of Shorkot ...	Cash ...	30 0 0	During existence of school	Maintenance of Hindí female school, Shorkot.
Montgomery,	221 officials, and other residents of the District.	Cash ...	317 12 8	At will of donors.	Maintenance of English school, Montgomery.

Distribution of Expenditure on Education under the three main heads "Direction," "Inspection," and "Instruction," for 1877-78.

Heads.	From Provincial Services.	From Local Funds.
Direction and its subsidiary charges	A 92,285 11 0	.....
Inspection	1,33,343 [illegible] 0	3,417 9 0
Instruction	B 4,46,994 7 [illegible]	B 6,90,681 8 0

A. Includes Rs. 43,823-12-0 on account of the Book Depôt, and Rs. 4,596-3-0 for the "Patronage of Literature" and other Miscellaneous charges; total Rs. 48,419-15-0 which if deducted reduces the cost of Direction to Rs. 43,865-12-0.

B. Exclusive of expenditure on Educational buildings.

Government Colleges, 1877-78.

	General Education.	
	Delhi.	Lahore.
Number of Institutions	*a*	1
Number on rolls at the close of 1877-78	.....	116
Average daily attendance for 1877-78	.....	99
Total expenditure { From Provincial Services	3,022	58,414
{ From Local Funds	36	8,479

a. Closed from 1st April 1877.

Results of the Normal School Examination held in June 1877.

Name of Normal School.	No. of candidates.	*Number passed.* First grade.	Second grade.	Third grade.	Fourth grade.	Number failed.
Delhi Normal School	29	.....	4	.....	17	8
Lahore Normal School	57	.....	3	2	29	23
Ráwalpindí Normal School	32	.....	8	.....	15	9
Total	118	.....	15	2	61	40

Comparative Statement of Schools and Scholars in each Circle 1876-77 *and* 1877-78.

NAME OF CIRCLE.	1876-77. Schools.	1876-77. Scholars.	1877-78. Schools.	1877-78. Scholars.
Umballa Circle	524	28,661	517	29,670
Lahore Circle	1,001	49,636	973	50,623
Ráwalpindí Circle	309	20,722	302	20,784
Mooltán Circle	237	13,606	236	14,332
TOTAL	2,071	1,12,625	2,028	1,15,409

Statement shewing the Government Scholarships awarded to the College Students during 1877-78.

NAMES OF SCHOLARS.	College at which held.	Class.	Monthly value of scholarship.
Senior Scholarships.			
Umráo Singh	Lahore.	3rd year.	33
Dwárká Dás	Do.	Do.	32
Ganga Rám	Do.	Do.	30
Muhammad Husain	Do.	Do.	28
Umar Bakhsh	Do.	Do.	22
			145
Junior Scholarships.			
Mansa Rám	Lahore.	1st year.	
Maghar Rám	Do.	Do.	14
Muhammad Shafi	Do.	Do.	14
Shankar Lál	Do.	Do.	13
Muhammad Dín	Do.	Do.	13
Jwálá Parshád	Do.	Do.	12
Sangam Lál	Do.	Do.	12
Harkishn Dás	Do.	Do.	12
Bishambar Náth	Do.	Do.	11
Sádhu Narayan	Do.	Do.	10
Gopál Dás	Do.	Do.	10
Ramsukh Dás	Do.	Do.	10
Jafar 'Ali	Do.	Do.	10
			156
			301